



MONTANA UNIVERSITY SYSTEM
Office of the Commissioner of Higher Education

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5/7/07

2500 Broadway ♦ PO Box 203101 ♦ Helena, Montana 59620-3101
(406)444-6570 ♦ FAX (406)444-1469

May 7, 2007

Sylvia E. Lyles
US Department of Education
Chief, DPMB
202-245-7746
Email: sylvia.lyles@ed.gov

Dear Sylvia:

Montana is pleased to submit to your office its State Transition Plan for the Carl D. Perkins Career and Technical Education Act, 2006. The plan will be submitted electronically as well as by Fed Ex to ensure your full receipt of this document. If you have any questions or concerns, please contact me at aparisot@montana.edu or by phone at (406) 444-0316.

Sincerely,

A handwritten signature in cursive script, reading "Arlene H. Parisot".

Arlene H. Parisot, Ed.D.
Montana State Director
Office of the Commissioner of Higher Education

**U. S. Department of Education
Office of Vocational and Adult Education**

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

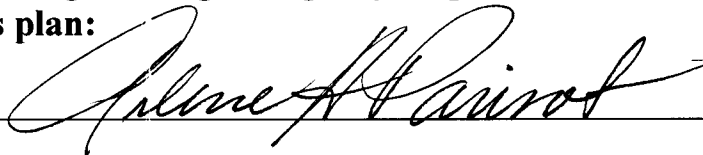
State Name: Montana

Eligible Agency Submitting Plan on Behalf of State:

Montana Board of Regents, Commissioner of Higher Education

**Person at, or representing, the eligible agency responsible for answering
questions on this plan:**

Signature: _____



Name: Arlene H. Parisot, Ed.D.

Position: Director

Workforce Development and Two-Year Education

Office of the Commissioner of Higher Education

Telephone: 406-444-0316

Email: aparisot@oche.montana.edu

Type of State Plan Submission (check *all* that apply):

☐ 6-Year

☒ 1-Year Transition

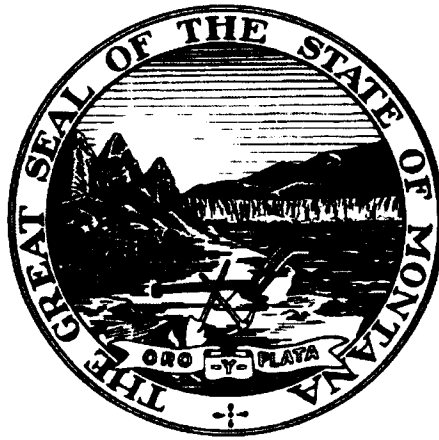
☐ Unified - Secondary and Postsecondary

☐ Unified - Postsecondary Only

☐ Title I only (*All Title II funds have been consolidated under Title I*)

☒ Title I and Title II

**MONTANA STATE TRANSITION PLAN FOR
CAREER AND TECHNICAL EDUCATION:
FY 2007**



Prepared in Accordance with the Provisions of
The Carl D. Perkins Career and Technical Education Improvement
Act of 2006

**MONTANA BOARD OF REGENTS
OFFICE OF COMMISSIONER OF HIGHER EDUCATION**

**MONTANA STATE TRANSITION PLAN FOR
CAREER AND TECHNICAL EDUCATION: FY 2007**

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Introduction

The Montana Board of Regents' strategic plan for 2006-2010 points out the changing skill needs for economic success in the 21st century. "What has changed (over the 100 years since Montana gained statehood) is the minimum level of education necessary to successfully participate in our society and economy. Postsecondary education has long been a gateway to success for our best and brightest and more privileged citizens. Now it is essentially a requirement for almost everyone. Many years ago, an eighth grade education was recognized as sufficient for most citizens. This gave way to a standard that a high school diploma was necessary for entrance to the middle-class and the chance to have a comfortable life. In the 21st Century, *the hurdle has plainly moved to where at least some postsecondary education is now necessary for even modest prosperity in any high-wage, industrialized economy.*"

In this context, the State of Montana begins implementation of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Through the resources made available from this Act, and the state and local funding for career and technical education that is leveraged through the federal funds, the State is moving forward to update career and technical education services and provide more options for students wishing to pursue postsecondary studies.

Now, Montana will create even closer links between secondary and postsecondary education and training through a new program known as "Big Sky Pathways (BSP)." These programs, with clear plans of study that integrate rigorous academic courses with relevant curriculum, will help students explore career fields during high school, complete high school, and if they choose to do so, make a smooth transition into postsecondary studies in that area of study.

At the high school level, CTE programs support challenging academic standards and college readiness as well as introduction to career fields through career pathways. These CTE programs produce graduates who are ready for both college-level studies and direct entry into the high-skill, high-wage or high-demand careers.

At the technical college level, CTE programs help young adults who are preparing for first-time careers and adults who are changing careers or upskilling within a career field to quickly gain the skills and experiences that are directly related to workplace success. Effective CTE programs at the two-year postsecondary institutions are characterized by their close relationship to employers and smooth transitions of program participants into the workforce at higher levels of income and employment success.

Under this new plan, over time many of the State's Career and Technical Education offerings will be merged into Big Sky Pathways that connect to Montana's two-year postsecondary institutions and also its state university programs. In addition, during implementation of the new Perkins Act, all CTE programs (at the high school and postsecondary levels) will benefit from upgraded curriculum, high quality technology,

and ongoing training to help CTE teachers demonstrate excellence in their knowledge of current industry standards and good teaching practices.

Tech Prep will be shifted from a regional service area approach to having Tech Prep establish statewide activities around six broad career fields. Members of the consortium will focus on developing model programs of study (known as *Big Sky Pathways*) that will be adopted by partners in the consortium, and will also be available for use by other school districts and two-year postsecondary institutions within Montana.

In implementation of the new Perkins Act, the Montana Office of the Commissioner of Higher Education (the eligible agency) and the Montana Office of Public Instruction (subgrantee), are collaborating on program development and oversight to a higher level than ever before. The agencies are creating a joint leadership structure to provide ongoing review of state activities and progress in improving CTE programs, making key decisions about the allocations of “reserve funds” under section 112, leadership funds under section 124, and managing the Tech Prep activities, Title II. This joint leadership structure will be informed by the ongoing involvement of a State CTE Advisory Committee. (Leadership Chart and Narrative are included in Attachment #3)

In submitting this plan, Montana wants to gratefully acknowledge the participation of input of the State Plan Advisory Committee, appointed in conformity with the requirements of Montana Law (MCA 20-7-330). Members of the State Plan Advisory Committee are: Jane Baker, Dean, Montana Technical College in Butte; Mark Branger, Executive Director, Montana Association for Career and Technical Education and CTE Teacher/Administrator, Huntley Project School; Theresa Busch, Local Applications Project Manager, Montana State University of Great Falls; Cheryl Graham, CTE Teacher, Bainville High School; Connie Roope, Training Director, Career Training Institute in Helena; and, Cleo Sutton, Montana BILT Project Manager, MSU-Billings.

The following plan explains how the Office of the Commissioner of Higher Education and the Office of Public Instruction will work together with the State’s eligible recipients to carry out these objectives.

Section I. Planning, Coordination and Collaboration

NOT INCLUDED IN TRANSITION PLAN

Section II. PROGRAM ADMINISTRATION

2.1 Preparation and submission of transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]

The Montana Board of Regents of Higher Education (Board of Regents) is the designated state board to coordinate the development and submission of the state plan for career and technical education as required by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV).

The State agencies responsible for career and technical education in Montana are the Division of Career, Technical and Adult Education of the Office of Public Instruction (OPI) and the Workforce Development Unit of the Office of the Commissioner of Higher Education (OCHE).

The Board of Regents, therefore, submits this one-year transition Montana State Plan for Career and Technical Education under provisions of Perkins IV covering the period of program year 2007-2008. On behalf of the Board of Regents, OCHE will annually review the state's implementation of the state plan as reflected in the annual performance reports submitted by local recipients, including an assessment of the state's aggregate achievement of the adjusted levels of performance for its core indicators. OCHE, with OPI, will supervise creation of the State's subsequent five-year plan to cover state program years 2008-2012.

In some elements of this plan, when OCHE and OPI take separate actions with the eligible recipients they serve, their activities will be noted separately. However, when the two agencies take action together for fulfilling various requirements, such as in implementation of the CTE Programs of Study, they will be referred to as "the Partner Agencies."

2.2 Career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance

2.2.1 Career and technical education programs of study that may be adopted by local educational agencies and postsecondary institutions (Sec 122(c)(1)(A))

The Partner Agencies are collaboratively developing career and technical programs of study aligned with Montana-specific program concentration areas.

The programs of study have been named ***Big Sky Pathways***, and incorporate secondary education and postsecondary education elements including coherent and rigorous content aligned and integrated with challenging academic performance standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in high-demand, high-skill, or high-wage occupations and in related advanced education.

Building upon and adapting the work of the States' Career Clusters initiative, the Partner Agencies will both adopt the Montana Career Clusters framework (using 6 Career Fields, 16 Clusters, and 81 Pathways (Career Clusters in Montana, Attachment #4).

"Career Clusters" is the term for a new organizational tool for designing educational programs that link between secondary, postsecondary education, and the workforce. Clusters are designed to encompass three levels of knowledge and skills: the foundation, pathway and specialty level. At the foundation level, knowledge and skills cut across all pathways encompassed in the cluster. Similarly, at the pathway level, the knowledge and skill statements cover all of the specific occupations contained within the pathway. The *State's Career Clusters Initiative* (www.careerclusters.org), in partnership with the *College and Career Transitions Initiative* (www.league.org/ccti), have created sample plans of high school and postsecondary study for the 81 career pathways identified through the Career Clusters organizational model. What the Perkins Act described as "CTE Programs of Study" is very close to what are called Career Pathways in the Clusters model.

Hence, Montana is referring to its CTE "program of study" as "*Big Sky Pathways (BSPs)*." While Montana will not design BSPs for all the 81 identified career pathway options, for the *BSPs* that are developed within a Cluster, they will cover the Foundation knowledge and skills appropriate to that Cluster. Each BSP will include pathway specific knowledge and skills taught at the secondary level, and will also include occupational specialties taught in postsecondary courses offered by two-year postsecondary institutions and by baccalaureate granting institutions. The occupational specialties within a BSP (job-specific skills and knowledge appropriate for specific job preparation) will be primarily taught at the postsecondary level.

The initial set of BSPs will be identified and will be made available to Local Education Agencies (school districts) and postsecondary institutions. In the transition year 2007-2008, each LEA and postsecondary institution that is a recipient of Perkins funding will begin planning for implementation of at least one program of study as an option to students (and their parents as appropriate) when planning for and completing their future coursework for career and technical content areas.

Each BSP can be customized so it is most relevant to the local job market. Each BSP indicates CTE and Academic Courses (and possible electives) that are offered to the student.

The State is pursuing a statewide policy for dual enrollment opportunities for secondary students. In Montana, dual enrollment is defined as: “Dual Credit” whereby a student receives both high school and college credit for the course, and “College Credit-Only” where the student receives college credit, but does not receive high school credit for the course. Opportunities are also available for students to participate in College Board Advanced Placement programs and early college or aligned/articulated coursework.

Through the work of the redesigned Tech Prep Program, model articulation agreements and state-wide articulation agreements will be developed. These agreements will allow for transition from high school to two-year postsecondary institutions, and where appropriate to four-year institutions.

Each BSP will indicate courses that are eligible for advanced college credit. These will include both CTE courses and academic courses. Some BSPs will include courses using model articulation agreements, and/or Advanced Placement courses that can earn college level credit, depending on the college’s standards for AP test scores (two-year postsecondary institutions will need to identify in advance what their standards are for AP credit). Other BSPs will include coursework that is articulated so it leads directly into a registered apprenticeship program.

Each Big Sky Pathway will indicate one or more postsecondary level credential, certificate, or degree available to students.

OPI, in consultation with the Tech Prep Program will launch a curriculum crosswalk process whereby CTE teachers will be engaged to identify state academic standards that are appropriate for each BSP and each CTE course. The academic standards will be identified on a course-by-course basis so teachers know exactly what integration is appropriate. OPI will direct this effort, including CTE teachers in Montana and drawing upon other national resources and models, to provide sample instructional resources to assist in academic integration.

In addition, for each BSP, core technical skills and competencies (based on industry skills standards where available), will be identified and these will be identified on a course-by-course basis beginning in Fall 2007. This more specific set of technical skills will be the foundation for a new technical skill assessment process to be established during the Multi-Year Plan.

2.2.2. Consultation with eligible recipients to develop and implement the career and technical programs of study. (Sec 122(c)(1)(B))

The development of the *Big Sky Pathways* builds on work already underway through OCHE Career Cluster projects, funded through previous State Leadership funds and WIA Incentive Grants. Montana will utilize the organizational approach for Tech Prep to work in coordination with local recipients in development of *Big Sky Pathways* within the Career Fields/Clusters.

The State may use leadership funds and/or reserve funds to designate certain sites for additional development and implementation activities coordinating with the redesigned Tech Prep activities.

The State will establish BSP Advisory Groups consisting of secondary, postsecondary and business partners, as well as other state agencies and community organizations related to workforce development, as appropriate. Leaders from each of the BSP Advisory Groups will serve as a resource to the state CTE Advisory Committee.

2.2.3. Support for eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions. (Sec 122(c)(1)(C))

As previously noted, working through the Tech Prep consortium, Montana will develop one or more model articulation agreements for each of the Big Sky Pathways. The State will develop a model for standardizing curriculum in CTE programs to allow for easier articulation and transfer among two-year postsecondary institutions.

As Big Sky Pathways are being developed, the articulation agreements already in effect throughout the state will be identified. Beginning in the program year 2007-2008, the Partner Agencies will work with the new Tech Prep Coordinator(s) to review and update all existing articulation agreements. Subsequent articulation agreements will be statewide in scope and reflect the BSPs evolving within the state's selected career fields.

2.2.4. Availability of information about CTE programs of study at the secondary level will make available information about career and technical programs of study offered by eligible recipients. [Sec 122(c)(1)(D)]

As they are developed, the Partner Agencies will place information about *Big Sky Pathways* on their respective websites, and may create a joint website to give more visibility to the effort. The State will take advantage of the model pathways and materials developed by the *States' Career Clusters Initiative* in order to make efficient use of time and resources.

The Partner Agencies are considering creating a statewide listing of BSPs offered at all two-year postsecondary institutions and secondary schools throughout the state, and creating an informational guide that explains overview of the Career Field-Cluster system and the *Big Sky Pathways*. Additional printed materials may be made available to students and schools throughout the state, depending on the availability of resources.

The Partner Agencies will provide professional development opportunities for school administrators, teachers, counselors, workforce system professionals, and community advocates, so they understand the Career Fields and Clusters organizational approach, and what *Big Sky Pathways* students can use in creating a high school/college and career

plan. Montana does not currently require the development of a high school/college and career plan for all high school students, but OCHE and OPI will develop model resources for use by districts that choose to implement such a requirement.

2.2.5 The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in career and technical education programs. [Sec 122(c)(1)(E)]

Montana provides a comprehensive array of CTE programs, services, and activities, made possible through a combination of local, state, and federal funds. The primary purpose for the expenditure of federal CTE technical funds is to support the improvement of quality, state-of-the-art CTE programs and services that meet the needs of youth and adults in preparing them for further education and for employment in careers that are personally satisfying and economically rewarding.

Programs to be carried out will conform to the specifications of Perkins IV and the federal definition of career and technical education:

“(5) CAREER AND TECHNICAL EDUCATION.—The term ‘career and technical education’ means organized educational activities that—

“(A) offer a sequence of courses that—

“(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

“(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and

“(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

“(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.”

Programs Offered:

Secondary

Montana’s secondary CTE programs are currently organized around the following areas: Agricultural Education, Business & Marketing Education, Health Sciences, Trade and Industrial Education, Technology Education/Industrial Arts, and Family and Consumer Sciences.

Montana has a total of 439 school districts, with 173 high schools. 168 of these schools currently receive Perkins funding.

During the Transition Year, these areas will be reviewed and re-organized as Montana develops the new Career Fields/Clusters framework.

Postsecondary

Postsecondary career technical educational institutions (referred to as two-year postsecondary institutions) eligible to receive Perkins funding include: five colleges of technology, three community colleges, seven tribal colleges, and one four-year institution that offers technical associate of applied science degrees and certificates. The programs offered by these institutions are categorized in the following areas: Agriculture and Resource Management; Business Management, Administrative Services, and Marketing; Computer and Information Services; Construction Trades; Culinary Arts; Engineering and Related Technologies; Health and Human Services; Mechanics, Repair and Production; Protective Services; Transportation and Material Moving; and Visual Arts. (A comprehensive postsecondary course list organized by Career Clusters, is included in Attachment #5)

Technology Improvement

Secondary

All secondary CTE programs must address and meet the minimum standards in the Montana Standards and Guidelines for Career and Technical Education to be eligible for funding. As part of the application process, each CTE program completes a program self-assessment designed to help programs identify areas of weakness including keeping current with industry standards and improving and expanding technology. CTE specialists at OPI review each self assessment and provide technical assistance to improve CTE program delivery. Through this process, technology needs are assessed and schools are provided with an opportunity to target future expenditures towards improving and expanding identified technology needs. OPI also supports statewide professional development opportunities in technology when opportunities arise using leadership dollars.

Postsecondary

Montana is working to ensure that during program development and curriculum reviews, technology is addressed.

Academic policy for the Montana University System (MUS) requires that all new postsecondary educational programs (i.e. degrees, majors, minors, options, and certificates), substantive changes in those programs, delivery of programs in a distance format, changes in organizational structure, and revision of institutional mission shall be reviewed and approved by the Board of Regents. Through this process, technology needs must be addressed as well as facilities and library support. The proposal must include information about process followed, faculty involvement, use, of technology, employer community input, market demand for graduates.

Each MUS campus must also review all of its programs at least once every seven (7) years. As part of this review, each campus must indicate the current level of technology required to support the program.

In developing a *BSP* each eligible recipient must engage a local Advisory Board relevant to the occupational specialties within the pathway. Development of curriculum will include equipment and technology required to prepare the student for the workplace.

2.2.6 Criteria used to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will (i) Promote continuous improvement in academic achievement; (ii) Promote continuous improvement of technical skill attainment; and (iii) Identify and address current or emerging occupational opportunities. [Sec 122(c)(1)(F)]

Applications by eligible recipients for funds under the Perkins Act of 2006 must fully address the required contents as specified in Section 134 (b) of the Act and must adhere to the criteria specified in the local application. To fulfill the requirement of this section, the State will give additional attention to elements of the local plan from Section 134(b) that are of particular relevance in addressing each element of this section.

Element: “(i) Promote continuous improvement in academic achievement;”

The State will review the recipient’s description of activities relating to 134(b)(3)(B) explaining how the recipient will improve academic skills of students, by improving academic components of programs through the integration of rigorous and coherent content. The State will look for specific evidence that indicates academic content is being integrated on a consistent basis in each CTE program offered by the eligible recipient. Evidence will include professional development activities that include CTE and core academic teacher collaboration, and curriculum revision activities.

Element: “(ii) Promote continuous improvement of technical skill attainment”

The State will review the recipient’s description of activities relating to 134(b)(3)(C) explaining how the recipient will address all aspects of industry in its CTE programs, and 134(b)(3)(D) explaining how the recipient will provide for professional development that will help teachers integrate relevant career and technical education content. In its review of local applications, the State will look for specific evidence that indicates that the technical content of all CTE and courses offered by the recipient is being regularly reviewed, is being compared with information about industry-based standards, is being updated accordingly, and that teachers are provided professional development opportunities to help them teach the new content effectively.

OCHE and OPI will take the lead in carrying out projects relating to identifying industry skills, and providing professional development around current industry standards. The

eligible recipient will need to indicate how it is utilizing these resources for program reviews, and encouraging CTE faculty to participate in these professional development opportunities.

Element: (iii) Identify and address current or emerging occupational opportunities

In the program approval and review process, the State will ask each eligible recipient to explain how each program area relates to current or emerging occupational opportunities. During the Transition Year, the Partner Agencies will work with the State Department of Labor and Industry's Research and Analysis Bureau and the University of Montana to organize and reformat workforce information in a way that is most useful to school districts and two-year postsecondary institutions for program planning purposes.

In addition, the State will review the recipient's description of activities relating to 134(b)(11) explaining how the recipient will provide career and academic guidance to career and technical education students, as well as 134(b)(8)(C) in which the recipient describes how it will prepare special populations for "high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency".

2.2.7 How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma. [Sec 122(c)(1)(G)]

All CTE Students

Montana's general education philosophy and general education requirements mean that there are not separate requirements for students who participate in CTE programs. Students who participate in CTE programs are required to meet the same rigorous graduation requirements and academic standards as any other student, as dictated by the State of Montana and local accredited school systems.

Because of Montana's low population and average size of schools, all students take the same academically challenging sequence of courses. Because schools are small, students specializing in different disciplines are in the same classes, not separate sections or "tracks." Montana also does not have a separate track of study based on student ability.

The Superintendent of Public Instruction and the Board of Public Education believe that basic academic requirements form the solid foundation for each school's education program. Such a foundation ensures Montana citizens that its public schools are providing all children with challenging academic expectations. These academic expectations are defined in the K-12 content and performance standards for all subject areas describing what all students should know, understand, and be able to do. Standards are the framework and foundation by which district, school and classroom curricula are developed or revised, organized, implemented, assessed, encouraging districts and teachers to place emphasis on critical areas of learning.

Reforms and improvements to instruction initiated under the direction of the Superintendent and the Board, and implemented in response to NCLB, are intended to help all Montana students, including those enrolled in CTE programs, graduate from high school with a regular diploma at a higher rate.

Special Populations

The Perkins Act identifies the following students as “special populations:”

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for non-traditional fields,
- single parents, including single pregnant women; and
- individuals with limited English proficiency.

It is essential in CTE programs, particularly for students in special populations, that each student has a well defined personal plan for reaching his or her goals for high school graduation and further education and/or employment beyond high school. The Big Sky Pathways available to secondary students and postsecondary students will identify several options in postsecondary education for high-skill, high-wage, and high-demand employment for students. The student’s personalized plan of study for the BSP will serve as a guide, along with other career planning materials, to help the student choose the appropriate academic and CTE classes that are required for high school graduation and further advancement in their chosen pathway. Secondary students participating in a BSP will know the critical importance of high school graduation for their personal success.

For students with disabilities who participate in CTE programs, federal requirements (the No Child Left Behind Act (NCLB), the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act) already require that students receive the full range of supplemental services to help them succeed educationally and in making successful transitions to further education and employment after completing their public education. At the local level, each student with a disability has an Individualized Education Program (IEP) developed by the IEP team. The IEP addresses the student’s postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and independent living skills, where appropriate, and transition service needs including courses of study. All the secondary school systems offer supportive services to assist students with disabilities if those services are determined to be necessary in the child’s IEP. Montana school districts normally consist of only one secondary school (only four of our high school districts have more than one high school); therefore the disparity of supplemental services between schools in the same district is not an issue. In addition, Montana has a high rate of integrating students with disabilities into the regular education classroom. Only 11.2 percent (Federal Fiscal year 2005) of students with disabilities are served outside of regular classes for more than 60 percent of the day and only 1.5 percent of students with disabilities are educated in public or private separate facilities. Special education services are provided in all secondary schools in Montana.

The State also offers bilingual, migrant and refugee services through the OPI. Local districts requiring assistance with these special populations are provided support to meet individual student needs. CTE students eligible for Title I services under the Elementary and Secondary Education Act also have team developed educational plans that address the individual educational needs of these students. Students enrolled in nontraditional programs and limited-English-proficient students receive services from the counseling department.

Promising Practices for Serving Special Populations

A particularly significant change in Perkins IV makes providing services to special populations a required use of local funds for eligible recipients. These services are meant to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage, or high-demand occupations that will lead to economic self-sufficiency.

For some time, the emphasis in the Perkins Act has been on non-discrimination and equal access to services for special populations. Procedures for this are in place and are referenced in Section 3.1 and 3.2 of this plan. Now, in concert with similar accountability requirements in NCLB that provide greater scrutiny to academic performance of students in certain sub-groups, there is a renewed urgency to discover educational strategies to improve student performance and close achievement gaps for CTE students in special populations.

Montana will provide leadership to assist school districts and two-year postsecondary institutions to gather and share information about strategies for special populations that show promising outcomes and can be implemented with reasonable costs. Montana refers to this activity as its *Promising Practices Initiative*.

In the Transition Year, the state intends to use \$60,000 from its Leadership Funds to focus on strategies for non-traditional students.

In gathering information and making funding decisions, the Leadership Team will review the possible effectiveness of the following strategies:

- How Big Sky Pathway plans of study can be customized to identify supportive services and additional opportunities that special populations students will benefit from;
- How Big Sky Pathways can be adapted and offered to adult learners, particularly those who are part of special populations;
- How information about BSPs and other CTE programs can be targeted in career counseling for special populations students;
- How academic assessments, career interest inventories, and information about local and regional employment outlook information can be integrated into career and admissions counseling for special populations students;

- How regular support group meetings for special populations students can assist with retention;
- How outreach resources can be targeted to special populations in advertisements catalogues and course listings;
- How community-based organizations and other groups that work with two-year postsecondary institutions and school districts can develop collaborative services to help special populations experience a higher degree of success in the Perkins Performance Indicators and other metrics;
- How professional development can be offered to teachers and faculty to help them effectively work with and teach special populations students;
- How voluntary self-disclosure processes at the postsecondary level can be made more consistent and effective in identifying special populations students to receive services;
- How all school and college counselors can provide more effective counseling and guidance for special populations students;
- How financial aid and scholarship information can be made available to special populations students, including those who are economically disadvantaged, so they can understand opportunities for financing postsecondary education;
- How financial literacy/money management training can be provided for students, especially those receiving financial aid and who are economically disadvantaged or face other barriers;
- How information about additional scholarship funds can be made more readily available and/or targeted to special populations students;
- How information from national organizations (i.e. The National Alliance for Partnerships in Equity, Inc. (NAPE) and Women Work! The National Network for Women's Employment) can inform practices and policies in Montana;
- How outreach and recruiting activities for students in special populations can be better coordinated between secondary schools and two-year postsecondary institutions, particularly with respect to federal student record privacy concerns;
- How career planning orientation, assessment, life skills and job readiness workshops, small group meetings, counseling and tutoring services for special populations can be integrated into CTE programs that provide challenging academic content and relevant career and technical education content; and
- How materials about Big Sky Pathways, and other relevant resources and counseling, can be provided to students with limited English Proficiency, addressing language barriers.

These strategies will be reviewed over time for their relative efficacy, but school districts and two-year postsecondary institutions will not be expected to fully implement every strategy listed here.

2.2.8 How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made

aware of such opportunities. [Sec 122(c)(1)(H)]

Perkins IV places a strong emphasis on preparing students for participation in high-skill, high-wage or high-demand occupations. To meet this requirement requires ongoing attention to data on current and emerging occupations. OCHE and OPI are initiating renewed collaboration with the Research and Analysis Bureau of the Montana Department of Labor and Industry in order to more quickly and effectively transmit workforce trend analyses to program administrators.

This information will also be attached to information about the *Big Sky Pathways*, so that students can make well informed educational and career choices.

The *Big Sky Pathways* themselves include a mix of challenging academic content and relevant career and technical content, based on current industry standards and state academic content standards.

Montana's Standards and Guidelines for Secondary Vocational and Technical Education (the term “vocational” has not been updated by Montana legislature) sets out several general criteria to ensure that programs prepare CTE students for opportunities in postsecondary education or entry into high-skill, high-wage or high-demand jobs in current and emerging occupations:

1. *The program shall have the primary objective of developing skills leading to employment as well as entry into advanced career and technical training.*
2. *The program shall be based on the career and technical education needs of students in the area.*
3. *Instruction shall be based on an analysis of skills and knowledge required in the occupation.*
4. *The program shall develop leadership and character through activities that accommodate the transition from school to work.*
5. *Provision shall be made for career guidance and shall include, but not be limited to, occupational information and career counseling.*
6. *Instructional equipment and facilities shall be comparable to those used in the occupation.”*

As previously noted, OPI will launch a review and cross-walk process for state academic standards with the academic content resident in all CTE courses. These cross-walk resources, accompanied by professional development about how to integrate this academic content into all CTE courses, will strengthen student preparation for postsecondary studies and workforce participation.

Special Populations

As noted in Section 2.2.7, Montana will launch a *Promising Practices Initiative* to better document practices that can help all school districts and two-year postsecondary institutions improve performance of special populations against the Perkins Performance Indicators. These practices that will be identified include strategies to help special population students be well prepared for opportunities in postsecondary education and participation in high-skilled, high-wage or high-demand occupations in current and emerging career opportunities.

2.2.9 Use of funds to improve or develop new career and technical education courses that --

- 1) At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended; and**
- 2) At the postsecondary level that are relevant and challenging; and**
- 3) That lead to employment in high-skill, high-wage, or high-demand occupations. [Sec 122(c)(1)(I)]**

1) At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended; and

Improving or developing new career and technical education courses is a means for the State to encourage efforts to assure that the CTE offered to students is of the highest quality and reflective of current and emerging occupational areas. It is in the State's best interest that state agencies, business and industry, and communities work together to assure that workforce development efforts are complementary and not unnecessarily duplicative.

The Montana Accreditation Standards builds a common set of standards — a framework for all Montana students. This framework defines the general knowledge of what all students should know, understand, and be able to do in each subject area and sets specific expectations for student learning at three benchmarks in the K-12 continuum - at the end of fourth grade, eighth grade, and upon graduation. Performance standards describe student achievement at each of these benchmarks at four performance levels: advanced, proficient, nearing proficiency, and novice. The content standards, benchmarks, and corresponding performance levels provide teachers, parents, students, and the public with

a clear understanding of what students are expected to learn and how well they are able to apply their learning.

Statewide accreditation standards are in place for the following content areas: arts, literature, media literacy, reading, speaking and listening, writing, health enhancement, library media, mathematics, science, social studies, world language, technology, workplace competencies, and career and vocational/technical.

Two tests are required annually in Montana:

1. The Iowa Tests, norm-referenced tests (NRT), are required and funded by the state of Montana. The Iowa Tests are published by Riverside Publishing Company. A norm-referenced test (NRT) compares student achievement to achievement of a national norm group. The Iowa Tests (NRT) are administered in grades 4, 8, and 11 in Reading, Language Arts, Mathematics, Social Studies and Science.

2. The, criterion-referenced tests (CRT), are required and funded by NCLB. Montana's CRT is published by Measured Progress, Inc. A criterion-referenced test (CRT) compares student achievement to content standards. Montana's criterion-referenced test compares student achievement to Montana content standards. Montana's CRTs are administered in grades 3 - 8, and 10 in Reading and Mathematics.

The Montana Standards and Guidelines for Career and Technical Education will be revised during 2007-2008 with opportunity for public input into the process. These are the standards by which CTE programs are evaluated and approved at the secondary level. Program standards will be reviewed, and programs will be aligned with the *Big Sky Pathways* during this revision. Accreditation standards in technology, workplace competencies, and career and vocational/technical will be used as the basis for aligning curriculum.

2. At the postsecondary level that are relevant and challenging; and

Montana will require that eligible recipients indicate how business and industry is giving input into the curriculum. Programs that do not have affiliations with business and industry will be required to establish and maintain a business and industry affiliation in order to be eligible for funding.

The State will encourage, through the Tech Prep state grant(s), the development of statewide articulation agreements by utilizing a centralized database to track all articulations.

3. That Lead to Employment in High-wage, High-skill or High-demand Occupations

The Partner Agencies will take action to indicate the designations of occupations that are high-skill, high-wage or high-demand for the state. This will be completed at the level of

Classification of Instructional Programs (CIP) codes to assure consistency across the state. This information will be updated by the OCHE Accountability Specialist responsible for each CIP code and will be entered in the respective databases operated by OCHE and OPI.

2.2.10 Facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement; [Sec 122(c)(1)(J)]

The Partner Agencies, in coordination with the Tech Prep program, will gather examples of promising practices and create short profiles for the State websites. These promising practices will focus on each of the clusters and will also focus on intervention strategies for improving performance on the performance indicators.

Based on current state needs and drawing upon information from the Perkins data, the Partner Agencies will identify exceptional Montana strategies and performers. During regularly scheduled technical assistance meetings, regional and statewide conferences, the identified programs will share their promising practices with the other grantees.

2.2.11 Effective use of funds to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement. [Sec 122(c)(1)(K)]

Montana is placing increased emphasis on the development and continuous improvement of a seamless system of education that ensures ease in student transition from one educational system to another and from one level of instruction to another. This provides a continuum of educational opportunities to maximize the development of each student's individual potential. Funds will be used to strengthen the link between secondary and postsecondary education in the following ways:

Use of leadership funds for partnership activities such as:

- Convening BSP advisory boards.
- Gathering data on percentage of CTE students that enroll in dual enrollment courses.
- Gathering information on how many students are gaining transcribed credits from two-year postsecondary institutions, using data from the BSP database that will be developed.
- Using leadership funds to support pilot testing of administering college placement tests (Compass and Accuplacer) for high school juniors and seniors, so they can avoid remediation at the college level.
- Providing professional development activities for both secondary and postsecondary teachers and administrators, in collaboration with the Montana

Association for Career and Technical Education (MACTE), and the National Association for Career and Technical Education Information (NACTEI).

2.2.12 Reporting on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec 122(c)(1)(L)]

Montana will develop several processes to be able to better report on the integrations of coherent and rigorous content which is aligned with challenging academic standards (Academic/CTE Integration). These include:

- Completing the cross-walk between CTE course content and the state academic content standards and providing technical assistance to teachers on the academic cross-walk resources;
- Strengthening the clarity of guidance on Academic/CTE Integration into the Montana Standards and Guidelines for CTE that will be revised during 2007-2008;
- Strengthening the focus on Academic/CTE Integration in program approval and program renewal applications;
- Creating a monitoring rubric relating to Academic/CTE Integration that will be incorporated into OPI's monitoring and technical assistance visits and technical assistance that is provided when a school district has failed to meet its performance targets for academic skills attainment.

Based on the information gathered each year from monitoring and technical assistance visits and from applications for program approval and renewal, OPI will prepare an annual summary for internal review of the progress that Montana CTE secondary programs are making with regard to Academic/CTE Integration.

2.3-2.7 NOT INCLUDED IN TRANSITION PLAN

2.8 State provision of technical assistance to local educational agencies, area career and technical education schools, and eligible institutions in the State. [Sec 122(c)(8)]

Staff from OCHE and OPI will provide technical assistance to their respective constituents -- local teachers, faculty, counselors, administrators, and other personnel associated with the implementation of career and technical education programs primarily in the areas of administration, accountability, and program improvement.

Technical assistance is provided on a regular basis to all eligible secondary and postsecondary institutions in Montana. Technical assistance also is provided upon request on site at the various Perkins-eligible institutions. Because of the vast distances in Montana, technical assistance also is offered through video teleconferences. This ensures that all eligible recipients can participate in technical assistance within a 200-mile drive of their institution. Video teleconferences are frequently focused on Perkins issues such as core indicators, accountability, and reporting on special populations.

In relation to performance on the program performance indicators, secondary and postsecondary will carry out the following steps:

- The State will analyze annual Perkins Performance data to identify school districts and two-year postsecondary institutions that failed to meet 90 percent of their performance target.
- Grantees will be notified of the actual performance for each of the indicators in relationship to the indicator goals.
- When a program falls below an indicator goal, including goals for special populations and nontraditional student goals, the secondary or postsecondary specialist working with the recipient will determine the appropriate technical assistance to be provided;
- The specialist will document the technical assistance in written form and provide to the recipient;
- The recipient will be required to create a written program improvement plan with action steps related to the specific goals that were missed.
- The technical assistance strategies and program improvement action steps identified will be included in the final report for the following year.

Technical assistance from the state may include:

- Best Practices/Promising Practices resource sheets for use by recipients.
- Site visits and on-site mentoring by program specialists.
- Mandatory visits to other sites in the state that are implementing an exemplary practice.
- Mandatory participation in sessions at state professional development conference.
- Identify content experts within the State to provide phone and site-based mentoring.
- Identify resources outside the state, such as video conferences or webinars, that address the identified area of need.

2.9-2.11 ITEMS NOT INCLUDED IN THE TRANSITION PLAN

2.12 Copy of local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.

The applications for secondary and postsecondary eligible recipients are included as attachments.

Electronic copies of the OPI plan can be found at:
<https://egrants.opi.mt.gov/OPIGMSweb/logon.aspx>

School districts need an ID to enter the system. Public access to the applications will be available on the site once the application is approved by the OPI. A copy of the application can also be found as Attachment #7A.

The OCHE application is included in this document as Attachment #7B.

2.13 Description of the State's governance structure for career and technical education.

The Montana Board of Regents of Higher Education is the designated state board to coordinate the development and submission of the state plan for career and technical education as required by the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV).

The State agencies responsible for career and technical education in Montana are the Workforce Development Unit of the Office of the Commissioner of Higher Education (OCHE) and the Division of Career, Technical and Adult Education of the Montana Office of Public Instruction (OPI).

2.14 Description of the role of postsecondary career and technical education in the one-stop career center delivery system established by title I of the Workforce Investment Act. (II)(B)(2)

The State Workforce Investment Board (SWIB) is responsible for advising the Governor on the creation, implementation and continuous improvement of a comprehensive statewide workforce development system, designed to train the maximum number of unemployed and underemployed Montanans as possible. Carl D. Perkins postsecondary career and technical education is a mandatory partner of the SWIB. The State Director for the Perkins Grant in Montana is a member of the SWIB and sits on both the executive committee and the apprenticeship advisory committee. The goals of the SWIB are as follows:

1. Engage the workforce system in anticipating and responding to businesses' current and emerging needs for skilled workers;
2. Encourage alignment among workforce development, postsecondary education, and economic development; and,
3. Advance workforce development policies by providing recommendations to the Governor and other state leaders who support economic development efforts in Montana.

Postsecondary institutions throughout the state are required to have a representative on the Community Management Teams (CMT) representing both local organizations and one-stop center members. As Montana is a Single State Planning system, the SWIB is

both the policy and administrative body for administering WIA funding in the state. The link to the CMTs at the local level is crucial to effective management.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

3.1 You must describe your program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations—

Many of the traditional roles and occupations presented to students in special populations have not prepared them adequately for careers that enable them to become economically self-sufficient. Limiting roles and occupations on the basis of gender, race, disability, or age prevents individuals from achieving their fullest potential. In an effort to limit such practices, the partner agencies have the responsibility for developing and implementing procedures which will encourage and support each student and his or her pursuit of a rewarding career with emphasis on high-skill, high-wage, or high-demand occupations.

3.1.1 The State will ensure that special populations will be provided with equal access to activities assisted under the Act.

In the local applications, Montana requires eligible institutions to indicate the specific strategies of how they will provide equal access to special populations, including what specific services are available in their institution.

The State refers to all federal and state laws and regulations requiring public institutions to comply with requirements already set in place—such as guidance offices posting notices of equal access to all services in a prominent place, etc.

OCHE and OPI will provide consistent, standardized forms and information, uniform training of staff, appropriate accommodations, and an environment promoting equal access for all students; and

The Partner Agencies will continue to closely coordinate with the staff persons responsible for Civil Rights compliance in these efforts.

One responsibility of the *Promising Practices Initiative* will be to clarify the criteria by which applications from eligible institutions will be reviewed, and monitored against, in relation to how special populations are being served. These criteria, when more fully developed, will take into account the promising practices that have been identified and shared within Montana, and the size of the institution/school districts and available resources of the eligible institution or consortia.

With OCHE competitive postsecondary applications, the eligible institution will be required to submit a plan for serving students from special populations. Annually, programs for each local applications grantee will receive a report indicating how special populations and non-traditional populations groups performed compared to the goals for

performance indicators. They will be required to document how they will address deficits.

3.1.2. The State will ensure that special populations will not be discriminated against on the basis of their status as members of special populations.

All postsecondary institutions and secondary schools have nondiscrimination policies in place and have published procedures for filing complaints should a student (or their parent or adult advocate) believe that discrimination has occurred. All policies have an appeals process in place.

Notices of nondiscrimination will continue to be in all OCHE/OPI and postsecondary institutions and secondary schools publications. Nondiscrimination will continue to be monitored through the Office of Civil Rights review process and the local application process.

OCHE and OPI use the OCR process to ensure that postsecondary institutions and secondary schools provide activities to train staff and provide them with information on performing in a nondiscriminatory manner and maintaining a positive environment.

Within postsecondary institutions, there is in place a uniform system of “self disclosure” by students at orientation and strict confidentiality rules assist in ensuring that students will not be discriminated against.

3.1.3 The State will ensure that special populations will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Current and proposed activities, as described in section 2.2.8, will provide special populations a variety of services with definite goals and objectives designed for each individual student.

The State will place an emphasis on high-skill, high-wage or high-demand occupations, as determined by national, state, and local information. This emphasis will be part of all plans for the student in order for them to become self-sufficient.

As mentioned in section 2.2.8, a portion of Leadership Funds and Reserve Funds will be designated for activities that address nontraditional preparation and other identified needs for improved services to special populations.

3.2-3.5 ITEMS NOT INCLUDED IN THE TRANSITION PLAN

IV. ACCOUNTABILITY AND EVALUATION

- 4.1 Procedures to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

Secondary

The definitions for indicators 1S1, 2S1 and 4S1 will be the same as Montana uses for NCLB. Measurement definitions for 3S1, 5S1, 6S1 and 6S2 will remain the same as the previous performance indicators, which are familiar to the school districts. The measurement definition and approach for 2S1 will be developed during the transition year, based on the criteria described in Section 4.3. The Accountability Specialist and/or other state staff will attend all Data Quality Institutes (DQI) and participate in the Next Steps Working Group conference calls. Information obtained from these activities will be utilized in determining the measurement definition/approach. Once the definition/approach has been determined, it will be given to the Montana ACTE and the School Administrators of Montana for review and comment, and adjusted as needed.

Postsecondary:

The Accountability Specialists for OCHE will review the current data system and available baseline data. Reports will be prepared with historical data and definitions. Information from the Data Quality Institutes in addition to issues that have been identified over the last six years will be addressed by the current grantees through a series of conference calls. Current grantees will develop definitions and approaches that will produce the most reliable and consistent data for the performance indicators required.

- 4.2 Procedures to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

Secondary

The state performance level targets will be assigned to all districts. Previous year performance on the non-NCLB indicators will be reviewed to the degree that the state's data system allows. Lower-performing districts in previous years will be given the option

of negotiating alternate performance level targets. Negotiations will be on a case-by-case basis.

Postsecondary

Historical state performance indicator data will be reviewed and adjusted to account for the changes in definitions or approaches. A series of conference calls with eligible recipients will be conducted to collect justifications for changes to current performance indicator goals. The current goals for the State, proposed goals and justifications will be posted to the Local Application Webpage for review by faculty and management staff, state staff and collaborative partners.

4.3 Description of how the state's proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]

Secondary

For the Transition Plan, Montana has chosen to continue using its "blend" definition of a CTE Concentrator instead of the definition suggested by the U.S. Department of Education in the March 13, 2007 guidance. Because of the extreme rural nature and small size of many Montana high schools, it would not be practical to only measure students who took three or more credits of CTE courses in a single program area. By using a very narrow definition of CTE Concentrator, as was suggested in the guidance, Montana is concerned that too few students would be represented in the Perkins Accountability system, and essentially, the accountability system would have little relevance or value at the local program level. By using the "blend" definition of a Concentrator, which includes any student who takes three or more courses in any CTE program area, more students in small rural settings will be included, and the resulting accountability system will have more relevance for local program improvement. The OPI will continue to review this issue as it prepares the Perkins accountability system for inclusion in the multi-year plan.

The OPI has developed an agency-wide data collection system called Achievement in Montana (AIM) that will be in use starting with the 2007-2008 program year. The use of this secure system will greatly enhance the reliability of data collected by the OPI. All school districts will be using this system to report their data, which will be used for multiple state and federal programs. Since the system is a secure system, only trained personnel will be entering data on behalf of the school districts. AIM will track a wide variety of student information including:

- enrollment and demographic information for all students attending Montana public schools;
- scores on statewide assessments;
- information for determining a school's 'Adequate Yearly Progress Report' required by NCLB;
- student dropout information;

- information needed for serving students with disabilities; and
- participation of students in federal and state grant programs.

The AIM system will also provide tools to enable:

- interactive querying and reporting of the data in an integrated fashion;
- data driven decision making by state-level education staff and policy makers to meet increasing state and federal reporting requirements; and
- stakeholders at all levels of education to make informed educational decisions based on accurate and timely information

1S1 Academic Attainment – Reading/Language Arts

This indicator, used in conformity with procedures developed by the State and approved by the U.S. Department of Education under NCLB, is presumed to be valid and reliable. OPI will cross-match data with assessment scores through the AIM system.

1S2 Academic Attainment – Mathematics

This indicator, used in conformity with procedures developed by the State and approved by the U.S. Department of Education under NCLB, is presumed to be valid and reliable. OPI will cross-match data with assessment scores through the AIM system.

2S1 Technical Skill Attainment-Not Required in Transitional Plan

3S1 Secondary School Completion

Using the definition provided in U.S. Department of Education guidance issued on March 13, 2007, and administrative data that meets standards for accuracy and reliability, this performance measure is valid and reliable. OPI will cross-match data with completion information through the AIM system.

4S1 Student Graduation Rates

This indicator, used in conformity with procedures developed by the State and approved by the U.S. Department of Education under NCLB, is presumed to be valid and reliable. OPI will use the same National Council for Education Statistics (NCES) graduation rate formula approved in its NCLB state plan.

5S1 Secondary Placement

Using the definition provided in U.S. Department of Education guidance issued on March 13, 2007, and based upon data gathered by each school district to determine secondary placement, follow-up placement data will be gathered using a time-tested survey method that is consistent across all Montana districts. Data will be entered into the AIM system by the districts who conduct the surveys. Use of the survey system ensures that information is obtained from the students themselves, not from samplings or projections.

6S1 Nontraditional Participation

Using the definition provided in U.S. Department of Education guidance issued on March 13, 2007, and based upon data gathered by each school district to determine nontraditional participation, OPI will cross-match USDE identified non-traditional occupations/fields with data collected through the AIM system.

6S2 Nontraditional Completion

Using the definition provided in U.S. Department of Education guidance issued on March 13, 2007, and based upon data gathered by each school district to determine nontraditional completion, OPI will cross-match USDE identified non-traditional occupations/fields with data collected through the AIM system.

Postsecondary

1P1 Technical Skill Assessment

The State will conduct a survey of every postsecondary Perkins eligible program in the state to determine which programs have technical skill assessments, and which do not. Assessments will be reviewed and validated for reliability. The assessments will be categorized into national, state, or local assessments. In addition to externally developed assessments, the State will work to determine if other forms of assessment will yield results that meet standards for validity and reliability. Specifically, the State will examine the viability of state developed tests and scoring rubric for observation of demonstrated student skills. These classroom-based assessments would be aligned to generally accepted and industry-recognized skill standards, and administered consistently within each CTE program area based on ongoing professional development and monitoring.

2P1 Completion

Many of the 2 year programs offered in high demand occupations have low completion rates because students are hired before graduation and do not apply for their diploma until making a job change in the future. In addition, many transfer students will not apply (pay) for their AS degree although they meet the requirement for the degree because they intend to attend a four-year program. These two factors skew the validity of a true completion measure. The State will share strategies to encourage or facilitate these groups to follow through with the completion of their program. The State will track students who meet 100% of the degree or certificate requirements during the transition year to determine if the numerator will be modified to count these students.

3P1 Student Retention or Transfer

The system in place for Montana matches the data at the state level. The Accountability Specialist matches students against the Montana University System Data Warehouse and the National Student Clearing House. For data inconsistencies between the two reports, individual requests for student

information are dispersed to the appropriate institution for validation. Once validated, the source of the incorrect information is notified.

4P1 Placement

The system to verify placement is similar to verifying 3P1 data. The State uses the Montana Unemployment Wage Records and the FEDES database to verify employment. The data does not include those who are self employed or work for an employer who does not pay unemployment in Montana. Montana continues to pursue a national source for unemployment wage data as well as collecting survey student data in both these employment situations.

5P1 Participation for Nontraditional

The State uses nontraditional gender indicators by CIP code as identified by National Alliance for Partners in Equity (NAPE). CIP codes identified by the colleges are validated against CIP codes for similar program throughout the state. If a CIP code is found to be inaccurate, and therefore does not accurately reflect the nontraditional indicator an alternate CIP code is used and the justification is documented.

5P2 Completion for Nontraditional

The validation and reliability measures for 5P1 and 4P1 apply for this indicator.

4.4 You must describe how, in the course of developing core indicators of performance and additional indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)] Item IV(A)(4). Accountability.

Secondary

OPI will be using NCLB benchmarks and approaches for 1S1, 1S2 and 4S1. The Partner Agencies are concerned about the impact of the Perkins Accountability system on Montana's schools that have very small numbers of students, specifically, the possibility that performance data could be widely skewed by anomalies of performance by just a few students from year to year. For this reason, the State believes it may be valuable to assess whether establishing a minimum number of students for reporting ("n" size) and "confidence" intervals (aka "margin of error") would be worthwhile in the Perkins Accountability system. These statistical methodologies are used in compliance with the No Child Left Behind Act and the Individuals with Disabilities Education Act, and may also have applicability under the Perkins Act. During the Transition Year, the Partner Agencies intend to explore these factors and, after review and analysis, may suggest their

application to the Perkins Accountability system during the multi-Year plan to be submitted in Spring 2008.

The eligible agency participates in the State Workforce Investment Board (SWIB). This board has utilized the work of the IPI (Integrated Performance Information) project to align the data needs and systems to easily facilitate access to common data needs. Through participation in the SWIB, the OPI is developing cooperative agreements with the Department of Labor (DOL) for employment information, Vocational Rehabilitation (VR) to identify persons with disabilities, Temporary Assistance for Needy Families (TANF) to share or validate information regarding special populations. The Department of Commerce assists with information regarding in the development of programs that will aid institutions in meeting performance indicators.

4.5 Performance levels for each of the core indicators of performance for the period covered by the Transition Plan, expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]

Secondary

See measurement approaches in the charts below for performance levels. The performance for each of the indicators will be adjusted by an annual increase of .05 percent unless the indicator performance level is 95 percent or higher, then no increase will be required.

Postsecondary

This item is not included in the transition plan for postsecondary.

4.6 Process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]

When the State has reached agreement with the U.S. Department of Education about the adjusted level of performance for each of the secondary and postsecondary indicators, each of the Partner Agencies will notify the eligible recipients of what level has been established.

The Partner Agencies will determine an appropriate number of days by which an eligible entity must notify the State of its intent to request a negotiation over one or more of the adjusted levels of performance.

When such a request for negotiation has been received, depending on whether the eligible recipient is a postsecondary institution or a school system, the responsible agency will review and analyze all historical data available for the eligible recipient (if such data is available) to determine an acceptable local adjusted level of performance. This information will be provided to the eligible recipient for review. The eligible recipient will be given the opportunity to review and agree/disagree on their baseline data before it becomes binding, and to make specific requests for revisions to their local adjusted level of performance. Based on the objective criteria determined by the Accountability Specialists, the request will either be approved, denied or an alternative performance level will be established by the Specialist.

4.7 Objective criteria and methods used to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

The objective criteria and methods used to allow eligible recipients to request revisions to its local adjusted levels of performance will be determined by the Accountability Specialists. Reasonable unanticipated circumstances that may arise could warrant local recipients to negotiate levels of adjustment with the state.

4.8 Reporting of data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in Tech Prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].

Secondary

The OPI will employ several measures to ensure that the secondary education data reported from school districts and subsequently reported to the Secretary are complete, accurate, and reliable.

First, the OPI will conduct annual monitoring of a portion of Perkins programs for congruency with written reports, effectiveness of programs, compliance with the grant application, and appropriateness of expenditures. Second, OPI's data collection system will ask every school district for the same information in the same way, and provide a reporting process that is the same for everyone, with clear definitions of terms. Third, the requested data will originate from individual student data from students themselves and from the AIM system rather than from sampling or projections. And, fourth, OPI will

provide benchmarks, consistent with the state adjusted levels of performance, to determine how well each program is functioning individually, and how well the state is performing as a whole.

Postsecondary

A unified Perkins database was established in 2000 for postsecondary programs, ensuring consistent data from all programs. Enhancements to the system will be completed in 2007 to improve data integrity, allow for better accuracy for parameter queries, improve data input, increase the reporting capabilities to meet program needs and to tie the student data to the Local Application Grant Database so that activities can be linked to results. To help ensure accuracy and reliability, all local project directors have been consulted and will approve all enhancements. In addition, all directors will be trained to use the enhanced features. OCHE reviews postsecondary local data included in the annual report for completeness and accuracy. Potential data issues have been identified over the last seven years. Queries and reports have been created so errors or issues identified can be corrected before reports are run. The process will continue and a journal of these quality control processes will be maintained. Regular program reviews and audits also ensure accuracy. Desk reviews are completed for all eligible institutions every year. On-site reviews are conducted with 25 percent of the eligible institutions each year.

4.9 How the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Secondary

All indicators will default to the state negotiated level for the first three years of the consortium at which time trend data may indicate a renegotiation is warranted.

Montana requests a rural waiver, although it will encourage school districts to form consortia when appropriate.

Postsecondary

Postsecondary institutions in Montana do not form consortia under this provision.

4.10 How the state will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how it coordinates those programs with other Federal programs to ensure non-duplication. [Sec. 122(c)(8)]

Postsecondary and Secondary

The Partner Agencies will use on-site program reviews and Perkins data generated at the state level for every school system and two-year postsecondary institution to evaluate performance. Two-year postsecondary institutions and school districts that do not attain established levels of performance will be required to initiate improvement strategies to improve the standards, in addition to ongoing technical assistance/visits provided by OCHE and OPI staff.

Program assessments and areas of weakness are required parts of the local application. Local recipients as well as OCHE and OPI use this information along with performance levels percentages to determine program effectiveness.

Secondary Coordination

Perkins IV is the only federal program that provides funding for Career and Technical Education programs. Therefore, the OPI does not need to coordinate with other federal programs to avoid a duplication of CTE services. However, the Division of Career, Technical and Adult Education will coordinate with other divisions within the OPI to ensure that general school improvement efforts are in alignment with Perkins program improvement efforts.

Postsecondary Coordination

The Governor endorses a State Agency Management Team for workforce development comprised of head agency officials. Representatives from both OCHE and OPI are members of this team. The team convenes monthly to discuss issues of mutual interest, improve cooperation and collaboration among departments and services. With regard to data coordination, OCHE matches student record data with National Student Clearinghouse (NSC), Federal Employment Data Exchange (FEDES), the Montana University System Data Warehouse, and the Montana Unemployment Insurance Wage Record data system.

4.11 Definition of Secondary Career and Technical Education Student Populations --

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|--|
| CTE Participant – A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area. |
| CTE Concentrator – A secondary student who has earned three (3) or more credits in any CTE program area. |
| |

4.12 FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL), SECONDARY LEVEL

A. SECONDARY LEVEL

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|---|---|--------------------------------|---|---|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline 7-1-07- 6/30/08 | Year One 7/1/07- 6/30/08 | Year Two 7/1/08- 6/30/09 |
| IS1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i) | <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the state under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by NCLB based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the state's computation of AYP and who, in the reporting year, left secondary education.</p> | <p>state and Local Administrative Records</p> | <p>B: 83%</p> | <p>L: Will be pre-populated at the request of the State</p> <p>A:</p> | <p>L: Will be pre-populated at the request of the State</p> <p>A:</p> |

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|---|---|--|----------------------|--|--|
| <p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p> | <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by NCLB based on the scores that were included in the state's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the state's computation of AYP and who, in the reporting year, have left secondary education.</p> | <p>State and Local Administrative Records</p> | <p>B: 68%</p> | <p>L: Will be pre-populated at the request of the State A:</p> | <p>L: Will be pre-populated at the request of the State A:</p> |
|---|---|--|----------------------|--|--|

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|----------------------------------|------------------------------------|-------------------------|-------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline 7-1-07-6/30/08 | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 2S1 Technical Skill Attainment 113(b)(2)(A)(ii) | <p>Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the assessments during the reporting year.</p> | State and administrative records | B: Not Required in Transition Plan | L: A: | L: A: |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|---|-------------------------|--|-----------------------------------|--------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline 7-1-07- 6/30/08 | Year One 7/1/07- 6/30/08 | Year Two 7/1/08- 6/30/09 |
| 3S1 Secondary School Completion 113(b)(2)(A)(iii)(I- III) | <p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a state-recognized equivalent to a regular high school diploma (if offered by the state), or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the state) during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the school year.</p> | | <p>B: Not Required in Transition Plan</p> | <p>L:</p> <p>A:</p> | |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|---|---|--------------------------------|---|---|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline 7-1-07- 6/30/08 | Year One 7/1/07- 6/30/08 | Year Two 7/1/08- 6/30/09 |
| 4S1 Student Graduation Rates 113(b)(2)(A)(iv) | <p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the state's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p> | <p>State and Local Administrative Records</p> | <p>B: 80%</p> | <p>L: Will be pre-populated at the request of the State A:</p> | <p>L: Will be pre-populated at the request of the State A:</p> |

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|--|--|--|--|--------------------------------|--------------------------------|
| <p>1 Secondary Placement 113(b)(2)(A)(v)</p> | <p>Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e. unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> | | <p>B: Not Required in Transition Plan</p> | <p>L: A:</p> | <p>L: A:</p> |
| <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p> | | | | | |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|---|--|------------------------------------|--------------------------------|--------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline 7-1-07- 6/30/08 | Year One 7/1/07- 6/30/08 | Year Two 7/1/08- 6/30/09 |
| 6S1 Nontraditional Participation 113(b)(2)(A)(vi) | <p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> | State and local administrative records | B: Not Required in Transition Plan | L: A: | L: A: |
| 6S2 Nontraditional Completion 113(b)(2)(A)(vi) | <p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p> | | B: Not Required in Transition Plan | L: A: | L: A: |

4.13 Postsecondary/Adult Level Definition of Career and Technical Education Student Populations

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| CTE Participant – A postsecondary/adult student who has earned one (1) or more credits in any CTE program area. |
| CTE Concentrator – A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree. |

4.14 FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL), POSTSECONDARY/ADULT LEVEL

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|---|---------------------------------|--|-------------------------|-------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline 7-1-07-6/30/08 | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 1P1 Technical Skill Attainment 113(b)(2)(B)(i) | Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year. | State/Local Administrative Data | B: Not Required in Transition Plan L: A: | L: A: | L: A: |
| 2P1 Credential, or Degree 113(b)(2)(B)(ii) | Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. Denominator: Number of CTE concentrators who left postsecondary education during the reporting year. | State/Local Administrative Data | B: Not Required in Transition Plan L: A: | L: A: | L: A: |

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|---|--|---|--|--------------------------------|--------------------------------|
| <p>3P1 Student Retention or transfer 113(b)(2)(B)(iii)</p> | <p>Numerator: Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p> | <p>Administrative Record Exchange w/MTUSDW & NSC</p> | <p>B: Not Required in Transition Plan</p> | <p>L: A:</p> | <p>L: A:</p> |
| <p>4P1 Student Placement 113(b)(2)(B)(iv)</p> | <p>Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., placement for CTE concentrators who graduated by 6/30/07 would be assessed between 10/1/07 and 12/31/07).</p> <p>Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.</p> | <p>Administrative Record Exchange w/UI, FEDES & Trade Organizations</p> | <p>B: Not Required in Transition Plan</p> | <p>L: A:</p> | <p>L: A:</p> |

| | | | | | |
|--|---|--|--|--------------------------------|--------------------------------|
| <p>SP1 Nontraditional Participation 113(b)(2)(B)(v)</p> | <p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> | <p>State/Local Administrative Data</p> | <p>B: Not Required in Transition Plan</p> | <p>L: A:</p> | <p>L: A:</p> |
| <p>SP2 Nontraditional Completion 113(b)(2)(B)(v)</p> | <p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p> | <p>State/Local Administrative Data</p> | <p>B: Not Required in Transition Plan</p> | <p>L: A:</p> | <p>L: A:</p> |

VI. TECH PREP PROGRAMS

5.1 Describe the competitive basis or formula you will use to award grants to tech-prep consortia. [Sec.203(a)(1)]

As noted in the introduction of the Transition Plan, Montana is launching an effort to move to a new organizational system for CTE, using a tiered approach involving six career fields, 16 career clusters, and a number of career pathways – called *Big Sky Pathways*.

A transformed Tech Prep structure will be a key player in Montana's updated CTE delivery system. To differentiate this new concept from its predecessor, it will be referenced in the remainder of this document as the Consortium for Educational Advancement (CEA)—the New Tech Prep in Montana. The newly awarded CEA(s) will take a leadership role in developing and supporting Big Sky Pathways within each of the career clusters.

There will be a competitive process to award the design and development of up to three statewide CEA(s) responsible for design and implementation of the following six Career Fields and their respective *Big Sky Pathways* for Montana:

- Agriculture and Natural Resources and Engineering and Industrial Technology;
- Health and Related Services and Social and Human Services;
- Business, Management & Information Systems and Arts and Communication.

Any two-year postsecondary institution in Montana may apply to be the lead entity for the CEA, using the pairing of Career Fields that have been specified above or a consolidation of Career Fields into one or two consortium.

Two-year postsecondary institutions applying to host or join the CEA must clearly indicate and verify the following:

- the institution hosting the CEA is capable of developing the design and implementation of the programs of study designated by the state;
- the institution hosting the CEA has a staff that is competent and demonstrate experience necessary to provide the leadership to develop the requirements of the grant;
- the institution hosting the CEA has the ability to directly cooperate with secondary schools, business and industry and other stakeholders by developing advisory boards;
- the institution hosting the CEA has the ability to address appropriate data collection needs and meet projected and agreed to performance measures as part of these needs;
- institutions *joining* the CEA are willing to enter into credit transfer arrangements with other postsecondary institutions throughout the state who are also members of the consortia; and
- institutions *joining* the CEA are willing to immediately transcript the CEA credits of secondary students successfully completing articulated courses at secondary schools within the consortium.

Coordination of the CEA) will be the responsibility of the State CEA Coordinator in the OCHE. The development of the CEA will be done with the assistance of the Specialist at OPI who is responsible for the pertinent career field area of the grant designation. This assistance of the OPI Specialists will consist primarily in providing the vital link between the local CEA Coordinator and secondary schools that choose to be part of the consortium. In addition, OPI specialists and the OCHE Local Application Grant Specialist will monitor the linkage between CEA and the development of BSP at the local level. They will also assist in the professional development of the field, to ensure the *Big Sky Pathways* are indeed in place in every high school and postsecondary institution they are assigned to monitor.

5.2 Special consideration to applications that address areas identified in section 204(d) of the Act. [Sec. 204(d)(1)-(6)]

Section 204(d) indicates that special consideration will be given to applications that –

1. *“provide for effective employment placement activities or the transfer of students to baccalaureate or advanced degree programs;*
2. *are developed in consultation with business, industry, institutions of higher education, and labor organizations;*
3. *address effectively the issues of school dropout prevention and re-entry, and the needs of special populations;*
4. *provide education and training in an area or skill, including an emerging technology, in which there is a significant workforce shortage based on the data provided by the eligible entity in the state;*
5. *demonstrate how tech prep programs will help students meet high academic and employability competencies; and*
6. *demonstrate success in, or provide assurances of, coordination and integration with eligible recipients described in part C of title I.*

The grant awards will be based upon the potential of the applicant to create an effective CEA program. It will therefore be important for the applicant to indicate:

- the extent to which Career Clusters and Pathways have previously been developed at their institution thus enabling the institution to further develop programs of study;
- how the programs of study will lead to employment and/or degree programs;
- a clear design as to how business, industry, labor, institutions of higher education including four-year institutions, secondary schools and other pertinent parties will be included in the work of developing programs of study;
- how the institution will address issues of drop-out prevention and serve the explicit needs of special populations;

- whether and where there are significant workforce shortages using national, state or regional employment trend data;
- how the grant will be used to help students achieve high academic and employability competencies such as those identified in industry standards and pertinent exit standards of student performance; and,
- how the grant will be fiscally managed.

5.3 Ensure an equitable distribution of assistance between urban and rural consortium participants. [sec.204(f)]

For the purposes of Perkins IV implementation, all of Montana is rural. For this reason the grant applicant must indicate how the institution will deliver distance learning to enhance the work of the CEA program and specifically contribute to the development of *Big Sky Pathways*.

5.4.1 Ensure that each funded tech prep program is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act.

The CEA (the New Tech Prep in Montana) grant award(s) will require the development of articulation agreements; however, these articulation agreements will not be geographically oriented but instead, will be organized around the Career Field/Big Sky Pathways. This new system of articulation will have to be statewide, and may result in multiple institutions of higher education having a shared articulation agreement with multiple secondary schools and allowing for (or requiring) transfer of credit among the participating postsecondary institutions. The CEA coordinator will be responsible to develop these articulations with the assistance of state level personnel from OPI and OCHE.

5.4.2 Ensure that each funded tech prep program consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G) of the Act.

OPI Specialists are already assigned a specific number of secondary schools that they monitor. It will be the responsibility of the Specialists to ensure each school that is a member of a CEA is also offering a qualified *Big Sky Pathway* that meets the criteria for section 203(c)(2)(A)-(G) of Title II of the Act as well as the general definition of Program of Study from Title I of the Act.

In each applicant's grant application, it will explicitly detail how the *Big Sky Pathways* for which it is responsible will meet these requirements.

The process will be overseen by the State CEA Coordinator and each of the statewide *Big Sky Pathways* will have a specific OPI Specialist assigned to work with developing the programs within his/her expertise, e.g.: Health Sciences Specialist – Health Sciences Career Field/Big Sky Pathways.

5.4.3 Ensure that each funded tech prep program for secondary and postsecondary education meets the requirements of section 203(c)(3)(A)-

(D) of the Act.

Section 203(c)(3) of Perkins IV states that all Tech Prep Grant applicants must:

- “(A) meet academic standards developed by the State;
- “(B) link secondary schools and 2-year postsecondary institutions, and if possible and practicable, 4-year institutions of higher education, through—
 - “(i) nonduplicative sequences of courses in career fields;
 - “(ii) the use of articulation agreements; and
 - “(iii) the investigation of opportunities for tech prep secondary education students to enroll concurrently in secondary education and postsecondary education coursework;
- “(C) use, if appropriate and available, work-based or worksite learning experiences in conjunction with business and all aspects of an industry; and
- “(D) use educational technology and distance learning, as appropriate, to involve all the participants in the consortium more fully in the development and operation of programs;

To meet these requirements, applicants to host or join a CEA must indicate how they will:

- Fashion *Big Sky Pathways* and related articulation agreements that are built upon secondary courses that are properly accredited and postsecondary courses that clearly carry out appropriately rigorous expectations and demands;
- Create articulation agreements that carefully align course content between secondary and postsecondary courses that are non-duplicative in nature;
- Create a specific plan for carrying out the articulation requirements in the particular consortium;
- Explain how dual enrollment opportunities will be created, how students will be determined eligible for participation in dual enrollment courses, and how these opportunities will be clearly communicated to teachers, secondary students and parents; and
- How opportunities for work-based or worksite learning will be made available, and what criteria will be created to ensure that work-based or worksite learning will meet program objectives and how employers will be engaged to participate in such activities.

5.4.4 Ensure that each funded tech prep program includes the in-service professional development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(4)(A)-(F) of the act.

Perkins IV states that each CEA program shall include in-service professional development for teachers, faculty, and administrators that:

- “(A) supports effective implementation of tech prep programs;
- “(B) supports joint training in the tech prep consortium;
- “(C) supports the needs, expectations, and methods of business and all aspects of an industry;
- “(D) supports the use of contextual and applied curricula, instruction, and assessment;

- “(E) supports the use and application of technology; and
- “(F) assists in accessing and utilizing data, information available pursuant to section 118, and information on student achievement, including assessments.

The grant applicant will explicitly detail how the consortium will address these requirements, keeping in mind that Perkins IV professional development is more “in-depth” than in the prior legislation. In Montana some of this more intensive and sustained professional development is already in effect. It has been designed to assist secondary and to some degree postsecondary teachers and instructors through programs that are offered through several days of study in a variety of CTE fields and that lead to participants achieving industrial level standards of competency. State agencies may also make available funding from other Perkins funds to assist in enhancing this technical assistance and professional development.

5.4.5 Ensure that each funded tech prep program includes professional development for counselors that meet the requirements of section 203(c)(5)(A)-(F) of the act.

The professional development of school counselors has for some years been a priority of the Montana’s previous Tech Prep program. The new CEA(s) will be expected to keep a strong focus on the continued professional development of school counselors and, where possible, attempt to assist in the preparation of new school counselors. Ways of addressing the career education elements of counselor development must be explicitly noted in meeting this requirement. Professional development requirement activities are offered in compliance with Title I of Perkins IV, and will be closely coordinated with those efforts carried out under the CEA program.

5.4.6 Ensure that each funded tech prep program provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech prep program services appropriate to the needs of special populations [Sec.203(c)(6)].

Perkins IV gives extensive attention to the quality of educational and support services provided to special populations, including ensuring equal access to a full range of technical preparation programs. CEA grant applicants will be required to explicitly address how the needs of these special populations will be addressed using specific examples and methods. Activities under this section will be closely coordinated with activities and standards for equal access expressed in section 3.1.1 of this plan.

5.4.7 Ensure that each funded tech prep program provides for preparatory services that assist participants in programs [Sec 203(c)(7)].

In its grant application, the prospective CEA will be asked to indicate how it will ensure that CEA program offers preparatory services, including:

- Academic support services, offered during summer months and/or concurrently with program participation, to allow students to handle the challenging academic and technical skill content of *Big Sky Pathways*;
- Career exploration and career planning services, including the development of a personalized student plan for college and career, that allow students to make well informed decisions about transitions to postsecondary education and training and advancement to high-skill, high-wage employment; and
- Other supports, such as financial planning for college costs, college admissions, and support for employability skills, to help students, particularly those who are from economically disadvantaged background or facing other barriers, to succeed in secondary education and to advance to postsecondary education and to high-skill, high-wage employment.

5.4.8 Coordination of tech prep programs with activities under Title I [Sec. 203 (c)(8)].

The major function of CEA is the development of *Big Sky Pathways* in the prescribed areas of the grant development. The CEA grant application must therefore give a detailed description of how these programs of study will be developed. Therefore the ongoing development of *Big Sky Pathways* by both of these programs will constitute the basic joint area of activity.

5.5 Description of entering into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in sections 113(b) and 203(e) of the Act. [Sec.204(e)(1)]

All members of each CEA will report data on the performance indicators under section 113(b) of the Act. For the purposes of Title II, they will also gather and report the additional performance data on students who are enrolled in a *Big Sky Pathway* under the direct jurisdiction of the Consortium.

In Section 3(26) of the Act, a “secondary” Tech Prep student is “*one who has enrolled in two courses in the secondary education component of a tech prep program,*” and in Section 3(23), a “postsecondary” Tech Prep student is “*one who has completed the secondary component of a Tech Prep program; and has enrolled in the postsecondary component of a Tech Prep program.*”

To gather data on these students at the secondary and postsecondary levels, secondary and postsecondary institutions that are part of the consortium will need to provide this data to the CEA that will in turn provide the data to OPI and OCHE.

Using these definitions of participating CEA students, the consortium will gather and report data on the following indicators, using processes developed by the Partner Agencies:

- The number of secondary education CEA students and postsecondary education CEA students served.
- The number and percent of secondary education CEA students enrolled in the CEA program that
 - enroll in postsecondary education
 - enroll in postsecondary education in the same field or major as the secondary education CEA students were enrolled at the secondary level;
 - complete a state or industry-recognized certification or licensure;
 - successfully complete, as a secondary school student, courses that award postsecondary credit at the secondary level; and
 - enroll in remedial mathematics, writing, or reading courses upon entering postsecondary education.
- The number and percent of postsecondary education CEA students who-
 - Are placed in a related field of employment not later than 12 months after graduation from the CEA program;
 - Complete a State or industry-recognized certification or licensure;
 - Complete a two-year degree or certificate program within the normal time for completion of such program; and
 - Complete a baccalaureate degree program within the normal time for completion of such program.

The State CEA Coordinator and the OPI counterparts will facilitate review of these performance indicators with the grantee(s) chosen to coordinate the new CEA(s). First, the Partner Agencies and CEA will determine existing sources that can be used for collection of data on the CEA performance indicators, as well as for which indicators current data is non-existent or not sufficient. In this case, the CEA grantee(s) will jointly agree on new methods to be utilized for collecting and reporting the requisite data.

Once specific definitions and measurement approaches have been selected, the consortium will begin gathering the new data in a pilot phase with students who participate in *CEA Big Sky Pathways* beginning in program year 2008-2009. Benchmark data will be established, to the extent possible, based on data gathered from students participating in or completing a secondary portion of a *Big Sky Pathways* in spring of 2009. Based on benchmark data, the Partner Agencies will negotiate performance targets with the CEA for students due to complete the secondary portion of their Big Sky Pathway in Spring 2010. Performance targets will be renegotiated for school years 2011 and 2012, based on continuous improvement criteria. As soon as feasible, benchmark data will be collected for postsecondary program completers, and performance targets will be established.

VI. FINANCIAL REQUIREMENTS

- 6.1 You must describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

Funds received through the allotment made under section 111 will be allocated among secondary and postsecondary Career and Technical Education.

Sections 131 and 132

Eighty-five percent (85%) of the funds will be allocated under Section 131 and Section 132. Ten percent (10%) of the eighty-five percent (8.5%) will be used in accordance with Section 112 (c)(Reserve).

Taking into account the Reserve Funds, the remainder of local funding will be allocated as follows: sixty-five percent (65%) will be allocated to secondary career and technical education and thirty-five percent (35%) will be allocated to postsecondary career and technical education.

This distribution of funds is a result of the consultation between OCHE and OPI, reflecting upon input given by the State Plan Advisory Committee established under Montana Law (MCA 20-7-330). In the judgment of the Partner Agencies, this distribution is equitable and provides a reasonable allocation of scarce resources to provide quality CTE services. It is built upon a tradition of previous practice in Montana and also reflects the current policy direction of more closely aligning and connecting secondary and postsecondary CTE within Montana.

I. Reserve

The State determined to retain a reserve fund as allowed by the Perkins legislation.

The administrative agencies, OCHE and OPI, have agreed to a Memorandum of Understanding (MOU) by which \$360,000 for the biennium ending June 30, 2009 will be designated to provide services, in accordance with the programmatic purposes of the Act. Eligible recipients may contract, using state procurement procedures, with a community-based organization (Montana non-profit organization) to provide services for enrolled students in CTE programs who are members of special populations. The above mentioned designated MOU funds that are not allocated through this process will revert to the eligible recipients.

The remaining reserve funds will be targeted for priorities that are mutually established each year through the State CTE Leadership Board in consultation with the CTE Advisory Committee and that meet the required and/or permissive uses of funds as specified in Section 135. (Local Uses of Funds). Reserve funds will be targeted to help eligible recipients carry out key priorities of the state, such as identifying promising practices for improving performance in the Performance Indicators, creating effective assessments instruments, identifying content standards for CTE

programs, improving professional development and teacher recruitment and retention, integration of academics and CTE and expanded use of technology.

Section 124 - State Leadership

The amounts to be made available under State Leadership (Section 112 (a) (2) equal 10 percent of Montana's allocation under Section 111:

Individuals in Institutions

As described in section 112(a)(2)(A) of the Act, up to 1 percent of the State's entire allocation may be set aside, from State Leadership Funds, to support CTE services in state institutions. Montana will make 0.5 percent of the State's Perkins allocation (or \$27,747) available to an agency, organization or institution serving individuals in state institutions. Funds will be awarded through a competitive grant or contract process.

Nontraditional Training and Employment

The amount to be made available under Section 112 (a)(2)(B) to support nontraditional training and employment services is \$60,000 to \$150,000. Montana will make \$60,000 available through a competitive RFP and the funds will be jointly awarded and administered by OCHE and OPI.

Remainder

After accounting for leadership funds expended for individuals in institutions and non-traditional services, the remaining state leadership funds will be allocated as follows: 50 percent for secondary (OPI) and 50 percent for postsecondary (OCHE). These funds will be used for the six remaining required uses of Section 124 and appropriate permissible uses.

Section 121 - State Administration

The amount to be expended for state administration under Section 112 (a)(3) is five (5.0) percent of the total grant, and a state match is required. These funds will be allocated as follows: 68 percent for secondary (OPI) and 32 percent for postsecondary (OCHE). This allocation applies to the first biennium for Federal Fiscal Year 2008. The proportionate amount will be reviewed biennially based on needs and available resources. These funds will be used for the costs of developing the state plan, reviewing local plans, monitoring and evaluating program effectiveness, assuring compliance with all applicable Federal laws, and providing technical assistance to local recipients.

As required, an equal amount of state of Montana General Fund dollars will be expended for state administration under section 112(a)(3).

- 6.2 The specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Section 131(g)]**

OPI shall distribute funds on an annual basis for secondary CTE programs to LEAs according to the following formula:

The total amount allocated for distribution for secondary education CTE (other than the Reserve Fund as noted in Section 6.1) will be \$2,759,391.00

Of this amount:

Seventy percent (70%) of the available funds shall be allocated to LEAs based on the census data for school system enrollment for the number of children in poverty aged 5-17 for the previous school year.

Thirty percent (30%) of the available funds shall be allocated to LEAs based on the AIM enrollment data for the number of children aged 5-17 for the previous school year.

6.3 Allocation of funds made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

The total amount allocated for distribution for postsecondary education CTE (other than the Reserve Fund as noted in Section 6.1) will be \$ 1,485,826.00

Funding for postsecondary programs is determined by dividing the number of Pell grant and Bureau of Indian Affairs program recipients enrolled in the two-year postsecondary institution by the total number of Pell Grant and Bureau of Indian Affairs program recipients in the state. Each two-year postsecondary institution must qualify for at least \$50,000 before a grant is awarded.

6.4 Allocation of funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

Secondary

Section 131(f) of Perkins IV requires that a school district shall not receive an allocation unless the amount is greater than \$15,000. A school district may enter into a consortium with other local education agencies for the purposes of meeting the minimum allocation requirement. Discussion of consortium in this section is NOT the same as the consortium that some school districts may join as part of CEA for participation in *Big Sky Pathways*.

OPI will strongly encourage school districts to join consortia, when it is feasible. However; a school district may request a waiver of the federal code and receive permission from the OPI to receive allocated funds without joining a consortium.

For eligible school districts with allocations of less than \$15,000 that apply to form consortia with other eligible school district, each consortium can include no more than five eligible recipients, and all consortium partners must be located in the same region of the state. When a consortium is formed, it must be through cooperative agreement and must operate programs that are of sufficient size, scope, and quality to be effective. If a consortium wants to include more than five eligible recipients, it must provide written justification why it will provide a stronger educational program for the students than if the eligible recipient were to join a different consortium. The proposal will be approved or disapproved by the state on a case by case basis, and the state's decision is not subject to further review.

When a consortium has been approved by the state, it shall submit one local plan that combines all school districts in the consortium. Guidance for the consortium will be contained in the instructions for the development of the local plan. When a school district has entered into a consortium for joint application of funds under this part and a dispute arises, the dissenting school district shall appeal first to the consortium's fiscal agent and then to the OPI, and finally the Montana Board of Regents. Each agreement shall be for a three year basis, but in any given year, consortium members will be allowed to withdraw from the agreement. If a school district wishes to leave a consortium, it may enter into a new consortium the following year.

Funds allocated to a consortium for this purpose shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

**6.5 How the State will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs.
[Sec. 131(a)(3)]**

If any changes in school district boundaries have occurred since the population and/or enrollment data was collected, OPI will use previous enrollment data from the school districts affected by a boundary change and consult with the affected school district officials, to ascertain how the change in boundaries may have impacted enrollment patterns. OPI will not need to consider the enrollment impact of creation of charter schools, since in Montana, charter schools can only be created within an existing school district. OPI will use these sources of information to develop a formula for allocation of funds to affected districts.

6.6 Description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act.

Montana will not propose an alternative allocation formula.

6.7. PERKINS IV BUDGET TABLE - PROGRAM YEAR 1

Estimates based on FY07 Federal allocations

(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

| | |
|---|--------------|
| A. Total Title I Allocation to the State | \$ 5,549,465 |
| B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds | <u>\$ 0</u> |
| C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>) | \$ 5,549,465 |
| D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>) | \$ 4,716,908 |
| 1. Reserve (<i>not more than 10% of Line D</i>) | \$ 471,691 |
| a. Secondary Programs (<u> </u> % of <i>Line D</i>) | \$ |
| b. Postsecondary Programs (<u> </u> % of <i>Line D</i>) | \$ |
| 2. Available for formula allocations (<i>Line D minus Line D.1</i>) | \$ 4,245,217 |
| a. Secondary Programs (65% of <i>Line D.2</i>) | \$ 2,759,391 |
| b. Postsecondary Programs (35% of <i>Line D.2</i>) | \$ 1,485,826 |
| E. State Leadership (not more than 10%) (<i>Line C x 10%</i>) | \$ 554,930 |
| 1. Nontraditional Training and Employment (\$60,000) | |
| 2. Corrections or Institutions (\$27,747) | |
| F. State Administration (not more than 5%) (<i>Line C x 5%</i>) | \$ 277,465 |
| G. State Match (<i>from non-federal funds</i>) | \$ 285,091 |

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

- | | |
|---|------------|
| A. Total Title II Allocation to the State | \$ 500,136 |
| B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds | \$ 0 |
| C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>) | \$ 500,136 |
| D. Tech-Prep Funds Earmarked for Consortia | \$ 465,126 |
| 1. Percent for Consortia (<i>Line D divided by Line C</i>) [93%] | |
| 2. Number of Consortia _____ | |
| 3. Method of Distribution (<i>check one</i>): | |
| a. _____ Formula | |
| b. _____ Competitive | |
| E. Tech-Prep Administration | \$ 35,010 |
| 1. Percent for Administration (<i>Line E divided by Line C</i>) [7%] | |

6.8 Listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

No consortia have been formed as of the submission of the Transition Plan.

6.9 Description of the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

Section 6.1, 6.2, and 6.3 include the descriptions of these formulas.

6.10 Description of the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

Funds distributed under section 112(c), the Reserve Fund, will be made on a competitive basis. The CTE State Leadership Board, with input from the State CTE Advisory Committee, will develop priorities for use of the Reserve funds. Use of the Reserve funds will be targeted to help eligible recipients carry out key priorities of the state, such as identifying promising practices for improving performance in the Performance Indicators, creating effective assessments instruments, identifying content standards for CTE programs, improving professional development and teacher recruitment and retention, and strengthening services to special populations (See Attachment: Memorandum of Understanding #8).

6.11 Description of the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

Criteria for competitive grants will be determined on an annual basis, and grants will be awarded to applicants who, in the judgment of application reviewers using a scoring rubric created by the CTE State Leadership Board, are best able to meet the objectives of the grant application.

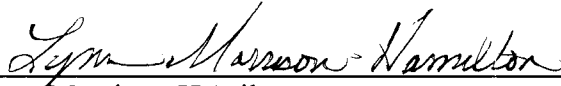
6.12 Description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

All eligible recipients in Montana meet the definition of rural and sparsely populated areas. No special procedures for determining eligible recipients will be used.

7.1 EDGAR CERTIFICATIONS

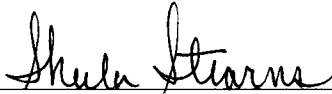
In accordance with 34. CFR 76.104 of the Education Department General Administrative Regulations (EDGAR), the Montana Board of Regents of Higher Education assures that:

1. The transition plan is submitted by the state agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)]
2. The state agency has authority under state law to perform the functions of the state under the program. [34 CFR 76.104(a)(2)]
3. The state legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with state law. [34 CFR 76.104(a)(4)]
5. A state officer, specified by title in the certification, has authority under state law to receive, hold, and disburse federal funds made available under this plan. [34 CFR 76.104(a)(5)]
6. The state officer who submits the transition plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. The agency that submits the plan has adopted or otherwise formally approved the plan for state operation and administration of the program. [34 CFR 76.104(a)(8)]



Lynn Morrison-Hamilton
Montana Board of Regents of Higher Education

4-30-07
Date



Sheila Stearns Ed.D.
Commissioner of Higher Education

5-4-07
Date

7.2 Additional Assurances

1. State Intergovernmental Review Process

The State assures that a copy of the state plan has been submitted into the state Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

2. Compliance with State Plan and financial audit

The state assures that it will comply with the requirements of the Act and the provisions of the state plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other federal or state programs. [Sec. 122(c)(11)]

3. Regarding direct financial benefit from equipment acquisition

The state assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

4. Waiver of Minimum Allocation Requirement

The state assures that it will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Sec. 131(c)(2)]

5. Non-federal sources for administration match

The state assures that it will provide, from non-federal sources, for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]

6. Participation in in-service and pre-service professional development programs

The states assures that it and eligible recipients that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]

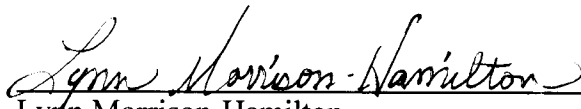
7. Meaningful participation of secondary students attending nonprofit private schools

The state assures that, except as prohibited by state or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this

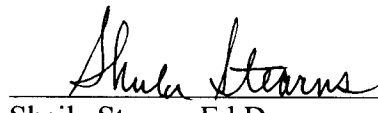
Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

8. Consultation with representatives of nonprofit private schools

The state assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]


Lynn Morrison-Hamilton
Montana Board of Regents of Higher Education

4-30-07
Date


Sheila Stearns Ed.D.
Commissioner of Higher Education

5-4-07
Date

APPENDIX 3

Montana Career and Technical Education (CTE) Leadership Structure **(Carl D. Perkins Career and Technical Education Act of 2006)**

Introduction

The purpose of this structure is to provide collaborative state level leadership that will implement the six year State Plan for the Carl D. Perkins Career and Technical Education Act, 2006 (Perkins IV). This will enable the eligible agency, the Board of Regents, and its subgrantee, the Office of Public Instruction to mutually establish priorities that will move career and technical education from a traditional model to one that can produce the workforce that has the skill sets required for a technological global economy.

State CTE Leadership Board

The role of the State CTE Leadership Board is to ensure coordination of Perkins activities across educational and workforce systems; set priorities for activities that have a statewide impact and promote innovation in CTE programs and services, with particular emphasis on programs of study.

The board represents the administrative branch of the Office of Commissioner of Higher Education, Workforce Development Unit for the Board of Regents [the eligible agency for the administration of the Carl D. Perkins funds in Montana] and the administrative branch of the Office of Public Instruction, Division of Career and Technical Education (CTE). The fiscal and administrative responsibility for the Perkins funds lies with these agencies; therefore, it is the decision-making level within this structure.

State CTE Advisory Committee

This committee is advisory to the State CTE Leadership Board. The committee represents stakeholders of CTE—secondary schools, postsecondary institutions and other agencies/organizations

- administration
- counselors
- faculty/teachers
- State agencies
- Community agencies
- Business and Industry

Program Staff

Program staffs function as liaisons to the eligible recipients, State CTE Leadership Board and agency administration.

OCHE Program Staff

- Grant Management/Data Specialist
- Consortium for Educational Advancement Coordinator
- Program Coordinator

- Federal Accountant

OPI Program Specialists

- Family and Consumer Sciences
- Business and Marketing
- Industrial Technology
- Health Sciences
- Agriculture Science
- Accountability Specialist
- Federal Accountant

Funding Categories

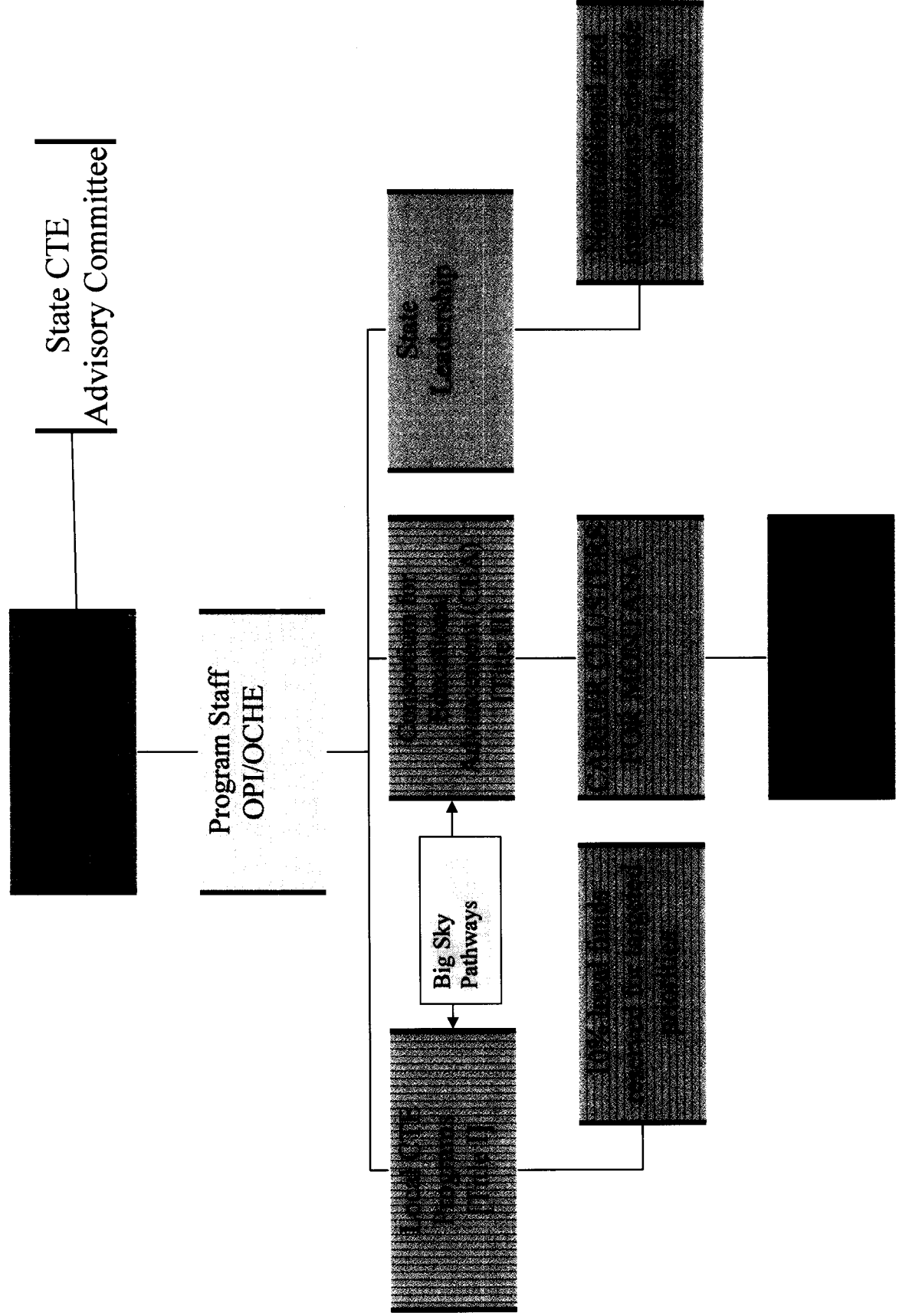
The State CTE Leadership Board in consultation with the advisory committee and staff will assure coordination of Perkins activities that have statewide impact within the following funding categories.

- **Local Programs**— Title I—eligible recipients [secondary and postsecondary] receive 90% of the 85% local funds on a formula basis.
- **Reserve**—10% of the 85% to be reserved for targeting priorities established through the State CTE Leadership Board in consultation with CTE Advisory Committee and Staff.
- **Tech Prep**—Title II—7% administration funds reserved at state level (OCHE); remaining funds competitively awarded to statewide consortium(s)—responsible for pathways development in Montana's six career clusters.
- **State Leadership**—10% of the Perkins funds are reserved for State Leadership activities with \$60,000 dedicated to Nontraditional activities and .5% for serving individuals in institutions. The remaining funds are dedicated for required uses, technical assistance and liaison activities at the national level.

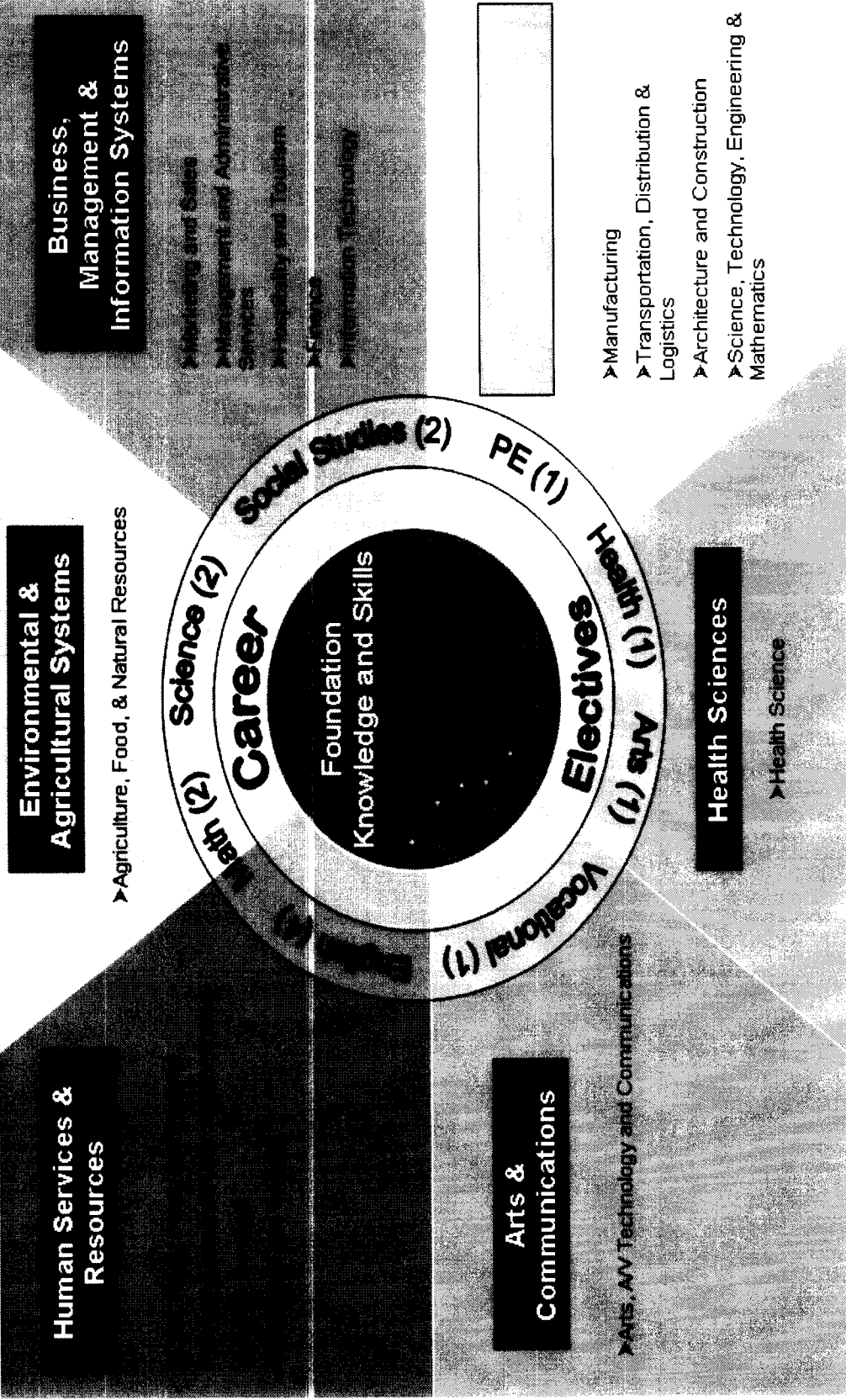
In addition, the administrative category remains within the oversight of each agency (OPI and OCHE) to meet their respective fiscal and reporting responsibilities. As the eligible agency, the OCHE has the overall responsibility for administration of Carl D. Perkins funds in Montana.

Montana Career and Technical Education (CTE) Leadership Structure

Carl D. Perkins Career Technical Education Act, 2006



Montana Career Fields and Clusters Model



Appendix 5
Postsecondary programs

| Programs grouped program table | | | |
|---------------------------------------|-----------------|---|--------------------------|
| Career Cluster | CIP Code | Program | # of Institutions |
| 01 | 03.0201 | Natural Resource Management | 1 |
| 01 | 15.0506 | Water Quality Tech.-Environ. Health | 1 |
| 01 | 15.0901 | Underground Miner | 1 |
| 01 | 15.0903 | Process Plant Technology | 1 |
| 01 | 03.0101 | Environmental Science | 1 |
| 01 | 01.0101 | Agribusiness | 7 |
| 01 | 01.9999 | Agricultural Mechanics Tech | 2 |
| 01 | 03.0599 | Natural Resources Management | 4 |
| 01 | 01.0204 | Agricultural Technology | 2 |
| 02 | 46.0501 | Plumbing | 1 |
| 02 | 46.0503 | Plumbing Technology | 1 |
| 02 | 46.0401 | Building Maintenance Engineering | 1 |
| 02 | 15.1001 | Construction Technology | 4 |
| 02 | 47.0201 | Heating, Ventilation & Air Cond. Technology | 2 |
| 02 | 46.0302 | Electrical Technology | 1 |
| 02 | 46.0201 | Building Trades | 6 |
| 02 | 15.1302 | Drafting CAD Technician | 1 |
| 02 | 15.1301 | Design Drafting Technology | 6 |
| 02 | 46.0499 | Building Maintenance | 5 |
| 03 | 50.0701 | Visual Fine Arts | 1 |
| 03 | 50.0713 | Professional Goldsmithing | 3 |
| 03 | 56.0605 | Power Plant Technology | 5 |
| 03 | 50.0402 | Graphic Design | 1 |
| 03 | 52.0411 | Call Center | 2 |
| 04 | 51.0703 | Dental Receptionist | 2 |
| 04 | 51.0710 | Office Technology/ Medical Office Specialist | 3 |
| 04 | 51.0714 | Medical Billing Specialist | 1 |
| 04 | 51.0716 | Medical Administrative Assistant | 1 |
| 04 | 13.1003 | Resource Interpretation | 1 |
| 04 | 51.1401 | Business Management | 1 |
| 04 | 06.0101 | Business Management-Occupational | 2 |
| 04 | 52.0402 | Office Technology- Executive/Administrative Assistant | 8 |
| 04 | 52.1099 | Accounting Technology/ Human Resource Option | 1 |
| 04 | 52.1001 | Human Resources Management | 2 |
| 04 | 52.0408 | Office Support - General Office Assistant | 5 |
| 04 | 52.0407 | Word Processing | 5 |

Programs grouped program table

| Career Cluster | CIP Code | Program | # of Institutions |
|-----------------------|-----------------|---|--------------------------|
| 04 | 52.0403 | Legal Assisting | 4 |
| 04 | 52.0406 | Office Reception | 1 |
| 04 | 52.0401 | Office Support - Legal Receptionist | 23 |
| 04 | 52.0301 | Accounting Technology | 3 |
| 04 | 52.0299 | Business Technology | 2 |
| 04 | 52.0207 | Customer Service | 1 |
| 05 | 13.0499 | Early Childhood Education | 1 |
| 05 | 13.1210 | Early Childhood Education | 2 |
| 05 | 13.1501 | Paraprofessional Education | 2 |
| 05 | 24.0102 | Early Childhood Education, A.A. | 2 |
| 06 | 52.0399 | Accounting Assistant | 1 |
| 06 | 52.0302 | Accounting Technology | 15 |
| 08 | 51.1004 | Medical Laboratory Technology | 1 |
| 08 | 43.0203 | Emergency Services - Fire & Rescue Technology | 3 |
| 08 | 51.9999 | Surgical Technology | 1 |
| 08 | 51.0908 | Respiratory Care | 2 |
| 08 | 51.1614 | Behavioral Health Nurse Assistant | 3 |
| 08 | 52.0932 | Hospitality Management | 1 |
| 08 | 51.1613 | Nursing, Practical | 8 |
| 08 | 51.0602 | Dental Hygiene | 1 |
| 08 | 51.1601 | Nursing, ASN | 5 |
| 08 | 51.0707 | Health Information Technology | 7 |
| 08 | 51.0708 | Medical Office Technology | 4 |
| 08 | 51.0911 | Radiologic Technology | 2 |
| 08 | 51.0713 | Medical Coding | 2 |
| 08 | 51.0909 | Surgical Technology | 4 |
| 08 | 51.0801 | Medical Assistant | 5 |
| 08 | 51.0803 | Occupational Therapy Asst | 1 |
| 08 | 51.0805 | Pharmacy Technology | 1 |
| 08 | 51.0806 | Physical Therapist Assistant | 1 |
| 08 | 51.0907 | Radiologic Technology | 2 |
| 08 | 51.0601 | Dental Assistant | 3 |
| 09 | 52.0901 | Hospitality Management Services | 1 |
| 09 | 52.0902 | Customer Relations | 1 |
| 09 | 52.0905 | Food Service Management | 1 |
| 09 | 31.0599 | Wellness Exercise Leadership | 3 |
| 09 | 12.0599 | Culinary Arts | 1 |
| 09 | 12.0505 | Culinary Arts | 1 |
| 09 | 52.0999 | Hospitality | 2 |

Programs grouped program table

| Career Cluster | CIP Code | Program | # of Institutions |
|----------------|----------|--|-------------------|
| 09 | 12.0503 | Culinary Arts | 1 |
| 09 | 52.0208 | Business E-Commerce | 1 |
| 10 | 51.1501 | Substance Abuse Counseling | 3 |
| 10 | 44.0201 | Community Service | 2 |
| 10 | 44.0701 | Human Services & Juvenile Corrections | 1 |
| 10 | 51.1503 | Human Services | 1 |
| 10 | 51.1599 | Human Services | 3 |
| 11 | 11.0701 | Digital Arts and Design, Certificate of Completion | 2 |
| 11 | 52.1200 | Computer Technology/Networking Technology | 1 |
| 11 | 11.9999 | IT Skills Proficiency: Internetworking | 2 |
| 11 | 11.0301 | Computer Information Technology - Network Support | 14 |
| 11 | 11.0801 | Multimedia Specialist | 1 |
| 11 | 11.0401 | Computer Information Systems | 3 |
| 11 | 11.0103 | Information Technology/Network Technician | 2 |
| 11 | 11.0901 | Computer Networking Technology | 2 |
| 11 | 51.1299 | Computer Technology | 1 |
| 11 | 52.1201 | Business Data Processing | 4 |
| 11 | 11.0201 | Computer Technology | 6 |
| 11 | 11.0101 | Networking Technology | 12 |
| 12 | 22.0399 | Tribal Law & Justice Assistant | 1 |
| 12 | 43.0102 | Correctional Officers | 1 |
| 12 | 43.0103 | Tribal Law and Justice | 1 |
| 12 | 43.0104 | Criminal Justice | 1 |
| 12 | 43.0107 | Law Enforcement | 4 |
| 12 | 43.0199 | Tribal Law & Justice | 1 |
| 12 | 51.0904 | Emergency Services - EMT-Paramedic | 5 |
| 13 | 12.0504 | Food Service Management | 1 |
| 13 | 15.0611 | Metals Technology | 1 |
| 13 | 15.0508 | Hazardous Materials/Waste Technician | 2 |
| 13 | 15.0303 | Electronics Technology | 3 |
| 13 | 15.0201 | Land Surveying | 1 |
| 13 | 15.0399 | Electronics Technology | 1 |
| 13 | 47.0106 | Major Appliance Repair Technology | 1 |
| 13 | 15.1203 | Internetworking Specialist/Prof - Service Tech | 1 |
| 13 | 15.9999 | Engineering Technology | 7 |
| 13 | 48.0501 | Welding/Metals Fabrication Technology | 4 |
| 13 | 48.0599 | Metals Technology | 1 |
| 13 | 48.0508 | Welding Technology | 6 |
| 13 | 48.0503 | Metal Fabrications Technology | 1 |

Programs grouped program table

| Career Cluster | CIP Code | Program | # of Institutions |
|-----------------------|-----------------|--|--------------------------|
| 13 | 47.0105 | Electronics Technology | 3 |
| 14 | 12.0402 | Barber Styling | 1 |
| 14 | 50.0408 | Interior Design | 1 |
| 14 | 52.1401 | Management | 3 |
| 14 | 52.1499 | Marketing | 2 |
| 15 | 15.1102 | Computer Technology/Geographic Information Systems | 5 |
| 15 | 41.0101 | Bioscience Technology - Research Lab Tech | 3 |
| 15 | 30.1101 | Gerontology | 1 |
| 15 | 3.0103 | Environmental Science, A.S. | 1 |
| 16 | 49.0101 | Aviation Science & Technology | 1 |
| 16 | 47.0607 | Aviation Maintenance Technology | 1 |
| 16 | 49.0202 | Heavy Equipment Operation | 1 |
| 16 | 15.0803 | Automotive Technology | 4 |
| 16 | 47.0613 | Diesel Equipment Technology, Power Generation | 1 |
| 16 | 47.0606 | Recreational Power Equipment | 1 |
| 16 | 47.0605 | Diesel Technology | 10 |
| 16 | 47.0604 | Automotive Technology | 8 |
| 16 | 47.0603 | Auto Body Repair/Refinish | 6 |
| 16 | 47.0302 | Heavy Equipment | 1 |
| 16 | 49.0299 | Railroad Maintenance & Operations | 4 |
| 40 | 52.0404 | Medical Office Technology | 4 |
| 8 | 51.1699 | Registered Nursing | 1 |
| 99 | 52.0101 | Fundamentals of Business | 6 |
| 99 | 52.0201 | Business Mgmt/Entrepreneurship | 13 |
| 99 | 52.0701 | Creative Arts Entrepreneurship | 1 |

Appendix 6A

| | | | |
|---------|--|--------------|----------|
| Perkins | OPI Share to Distribute to LEA | 2,713,557.00 | 60000.00 |
| | 70% Low Income (Census Poverty | 1,899,489.90 | |
| | 30% Enrollment (Census 5-17 Pop | 814,067.10 | |

Updated 07/24/06

| | | | | | | 1,899,490 | 814,067 | 2,713,557 |
|---------|----|------|-----------------------|---------------|--------------|--------------------------|-----------------------------|------------------------|
| | | | | | | Poverty Share | Enrollment Share | Total Share |
| StateFY | Co | Le | Name | AllocationPcn | PrimeAppPcn | | | |
| 2007 | 01 | 0006 | Beaverhead County H S | 0100068107BG | 0100068107BG | 16,540 | 7,121 | 23,661 |
| 2007 | 01 | 0009 | Lima K-12 Schools | 0100098107BG | 0100098107BG | 1,920 | 509 | 2,429 |
| 2007 | 03 | 0029 | Chinook H S | 0300298107BG | 0300298107BG | 7,162 | 2,262 | 9,424 |
| 2007 | 03 | 0031 | Harlem H S | 0300318107BG | 0300318107BG | 9,968 | 3,044 | 13,012 |
| 2007 | 03 | 0045 | Turner H S | 0300458107BG | 0300458107BG | 1,181 | 304 | 1,486 |
| 2007 | 04 | 0055 | Townsend K-12 Schools | 0400558107BG | 0400558107BG | 8,344 | 3,684 | 12,027 |
| 2007 | 05 | 0057 | Red Lodge H S | 0500578107BG | 0500578107BG | 3,101 | 2,781 | 5,882 |
| 2007 | 05 | 0059 | Bridger K-12 Schools | 0500598107BG | 0500598107BG | 2,954 | 1,060 | 4,014 |
| 2007 | 05 | 0061 | Joliet H S | 0500618107BG | 0500618107BG | 3,470 | 1,690 | 5,160 |
| 2007 | 05 | 0069 | Roberts K-12 Schools | 0500698107BG | 0500698107BG | 812 | 687 | 1,500 |
| 2007 | 05 | 0072 | Fromberg H S | 0500728107BG | 0500728107BG | 3,397 | 1,238 | 4,635 |
| 2007 | 05 | 0076 | Belfry K-12 Schools | 0500768107BG | 0500768107BG | 960 | 520 | 1,479 |
| 2007 | 06 | 0097 | Carter County H S | 0600978107BG | 0600978107BG | 2,141 | 1,165 | 3,306 |
| 2007 | 07 | 0099 | Great Falls H S | 0700998107BG | 0700998107BG | 140,145 | 63,489 | 203,634 |
| 2007 | 07 | 0102 | Cascade H S | 0701028107BG | 0701028107BG | 5,907 | 2,807 | 8,714 |
| 2007 | 07 | 0105 | Centerville H S | 0701058107BG | 0701058107BG | 5,095 | 1,532 | 6,627 |
| 2007 | 07 | 0113 | Belt H S | 0701138107BG | 0701138107BG | 3,544 | 1,863 | 5,407 |
| 2007 | 07 | 0118 | Simms H S | 0701188107BG | 0701188107BG | 5,907 | 3,379 | 9,286 |
| 2007 | 08 | 0134 | Fort Benton H S | 0801348107BG | 0801348107BG | 3,618 | 2,115 | 5,733 |
| 2007 | 08 | 0138 | Big Sandy H S | 0801388107BG | 0801388107BG | 2,954 | 1,322 | 4,276 |
| 2007 | 08 | 0146 | Highwood H S | 0801468107BG | 0801468107BG | 1,329 | 535 | 1,864 |
| 2007 | 08 | 0154 | Geraldine H S | 0801548107BG | 0801548107BG | 1,034 | 672 | 1,705 |
| 2007 | 09 | 0192 | Custer County H S | 0901928107BG | 0901928107BG | 22,595 | 10,017 | 32,612 |
| 2007 | 10 | 0194 | Scobey K-12 Schools | 1001948107BG | 1001948107BG | 2,437 | 1,165 | 3,602 |
| 2007 | 10 | 0196 | Peerless K-12 Schools | 1001968107BG | 1001968107BG | 148 | 136 | 284 |
| 2007 | 11 | 0207 | Dawson H S | 1102078107BG | 1102078107BG | 12,553 | 6,281 | 18,834 |
| 2007 | 11 | 0228 | Richey H S | 1102288107BG | 1102288107BG | 1,255 | 509 | 1,764 |
| 2007 | 12 | 0237 | Anaconda H S | 1202378107BG | 1202378107BG | 17,574 | 7,074 | 24,647 |
| 2007 | 13 | 0244 | Baker K-12 Schools | 1302448107BG | 1302448107BG | 2,658 | 1,947 | 4,605 |
| 2007 | 13 | 0256 | Plevna K-12 Schools | 1302568107BG | 1302568107BG | 738 | 352 | 1,090 |
| 2007 | 14 | 0259 | Fergus H S | 1402598107BG | 1402598107BG | 16,835 | 7,110 | 23,945 |
| 2007 | 14 | 0269 | Grass Range H S | 1402698107BG | 1402698107BG | 1,772 | 530 | 2,302 |
| 2007 | 14 | 0274 | Moore H S | 1402748107BG | 1402748107BG | 1,108 | 420 | 1,527 |
| 2007 | 14 | 0280 | Roy K-12 Schools | 1402808107BG | 1402808107BG | 886 | 514 | 1,400 |
| 2007 | 14 | 0282 | Denton H S | 1402828107BG | 1402828107BG | 1,551 | 672 | 2,222 |
| 2007 | 14 | 0291 | Winifred K-12 Schools | 1402918107BG | 1402918107BG | 1,846 | 478 | 2,323 |
| 2007 | 15 | 0311 | Flathead H S | 1503118107BG | 1503118107BG | 73,617 | 42,756 | 116,373 |
| 2007 | 15 | 0313 | Columbia Falls H S | 1503138107BG | 1503138107BG | 40,242 | 13,743 | 53,985 |
| 2007 | 15 | 0331 | Bigfork H S | 1503318107BG | 1503318107BG | 13,143 | 5,888 | 19,031 |
| 2007 | 15 | 0335 | Whitefish H S | 1503358107BG | 1503358107BG | 29,683 | 11,655 | 41,338 |
| 2007 | 16 | 0348 | Manhattan H S | 1603488107BG | 1603488107BG | 9,820 | 4,660 | 14,480 |
| 2007 | 16 | 0351 | Bozeman H S | 1603518107BG | 1603518107BG | 51,318 | 34,371 | 85,689 |
| 2007 | 16 | 0355 | Willow Creek H S | 1603558107BG | 1603558107BG | 960 | 446 | 1,406 |
| 2007 | 16 | 0361 | Three Forks H S | 1603618107BG | 1603618107BG | 3,027 | 3,201 | 6,228 |
| 2007 | 16 | 0369 | Belgrade H S | 1603698107BG | 1603698107BG | 18,607 | 13,549 | 32,156 |
| 2007 | 16 | 0374 | West Yellowstone K-12 | 1603748107BG | 1603748107BG | 2,289 | 1,406 | 3,695 |
| 2007 | 17 | 0378 | Garfield County H S | 1703788107BG | 1703788107BG | 2,067 | 1,018 | 3,085 |
| 2007 | 18 | 0401 | Browning H S | 1804018107BG | 1804018107BG | 50,948 | 10,815 | 61,763 |
| 2007 | 18 | 0403 | Cut Bank H S | 1804038107BG | 1804038107BG | 17,130 | 4,738 | 21,869 |
| 2007 | 19 | 0407 | Ryegate K-12 Schools | 1904078107BG | 1904078107BG | 1,255 | 651 | 1,906 |
| 2007 | 19 | 0411 | Lavina K-12 Schools | 1904118107BG | 1904118107BG | 1,255 | 325 | 1,581 |

| | | | | | | | |
|------|----|------|----------------------------|---------------------------|---------|--------|---------|
| 2007 | 20 | 0416 | Philipsburg K-12 Schools | 2004168107BG 2004168107BG | 4,209 | 1,538 | 5,746 |
| 2007 | 20 | 0420 | Drummond H S | 2004208107BG 2004208107BG | 2,067 | 924 | 2,991 |
| 2007 | 21 | 0426 | Box Elder H S | 2104268107BG 2104268107BG | 1,698 | 462 | 2,160 |
| 2007 | 21 | 0428 | Havre H S | 2104288107BG 2104288107BG | 30,348 | 11,502 | 41,850 |
| 2007 | 22 | 0454 | Whitehall H S | 2204548107BG 2204548107BG | 7,088 | 3,432 | 10,520 |
| 2007 | 22 | 0457 | Jefferson H S | 2204578107BG 2204578107BG | 7,975 | 7,399 | 15,373 |
| 2007 | 23 | 0464 | Stanford K-12 Schools | 2304648107BG 2304648107BG | 2,215 | 845 | 3,060 |
| 2007 | 23 | 0469 | Hobson K-12 Schools | 2304698107BG 2304698107BG | 1,698 | 672 | 2,370 |
| 2007 | 23 | 0473 | Geyser H S | 2304738107BG 2304738107BG | 1,551 | 483 | 2,033 |
| 2007 | 24 | 0475 | Arlee H S | 2404758107BG 2404758107BG | 9,156 | 2,681 | 11,837 |
| 2007 | 24 | 0478 | Polson H S | 2404788107BG 2404788107BG | 24,071 | 9,015 | 33,086 |
| 2007 | 24 | 0481 | St Ignatius K-12 Schools | 2404818107BG 2404818107BG | 15,211 | 3,379 | 18,590 |
| 2007 | 25 | 0488 | Helena H S | 2504888107BG 2504888107BG | 83,363 | 48,807 | 132,170 |
| 2007 | 25 | 0503 | Augusta H S | 2505038107BG 2505038107BG | 2,437 | 729 | 3,166 |
| 2007 | 27 | 0520 | Troy H S | 2705208107BG 2705208107BG | 11,814 | 2,928 | 14,742 |
| 2007 | 27 | 0522 | Libby K-12 Schools | 2705228107BG 2705228107BG | 29,683 | 8,753 | 38,436 |
| 2007 | 27 | 0528 | Lincoln County H S | 2705288107BG 2705288107BG | 13,291 | 4,670 | 17,961 |
| 2007 | 28 | 0538 | Sheridan H S | 2805388107BG 2805388107BG | 3,987 | 1,270 | 5,257 |
| 2007 | 28 | 0540 | Twin Bridges K-12 Schools | 2805408107BG 2805408107BG | 2,289 | 1,207 | 3,496 |
| 2007 | 28 | 0543 | Harrison K-12 Schools | 2805438107BG 2805438107BG | 1,403 | 708 | 2,111 |
| 2007 | 28 | 0546 | Ennis K-12 Schools | 2805468107BG 2805468107BG | 2,363 | 1,858 | 4,220 |
| 2007 | 29 | 0548 | Circle H S | 2905488107BG 2905488107BG | 3,470 | 1,632 | 5,102 |
| 2007 | 30 | 0570 | White Sulphur Spgs H S | 3005708107BG 3005708107BG | 5,316 | 1,732 | 7,048 |
| 2007 | 31 | 0577 | Alberton K-12 Schools | 3105778107BG 3105778107BG | 2,954 | 1,081 | 4,035 |
| 2007 | 31 | 0579 | Superior K-12 Schools | 3105798107BG 3105798107BG | 4,947 | 1,737 | 6,684 |
| 2007 | 31 | 0582 | St Regis K-12 Schools | 3105828107BG 3105828107BG | 3,618 | 887 | 4,505 |
| 2007 | 32 | 0584 | Missoula H S | 3205848107BG 3205848107BG | 166,210 | 69,671 | 235,881 |
| 2007 | 32 | 0599 | Frenchtown K-12 Schools | 3205998107BG 3205998107BG | 2,511 | 5,704 | 8,215 |
| 2007 | 33 | 0606 | Roundup H S | 3306068107BG 3306068107BG | 11,150 | 3,012 | 14,162 |
| 2007 | 33 | 0608 | Melstone H S | 3306088107BG 3306088107BG | 1,551 | 420 | 1,970 |
| 2007 | 34 | 0613 | Park H S | 3406138107BG 3406138107BG | 21,856 | 10,259 | 32,115 |
| 2007 | 35 | 0642 | Winnett K-12 Schools | 3506428107BG 3506428107BG | 812 | 457 | 1,269 |
| 2007 | 36 | 0648 | Dodson Public Schools | 3606488107BG 3606488107BG | 1,477 | 425 | 1,902 |
| 2007 | 36 | 0657 | Saco H S | 3606578107BG 3606578107BG | 1,255 | 446 | 1,701 |
| 2007 | 36 | 0659 | Malta K-12 Schools | 3606598107BG 3606598107BG | 6,350 | 2,744 | 9,095 |
| 2007 | 36 | 0663 | Whitewater K-12 Schools | 3606638107BG 3606638107BG | 1,108 | 299 | 1,407 |
| 2007 | 37 | 0675 | Conrad H S | 3706758107BG 3706758107BG | 7,827 | 3,327 | 11,154 |
| 2007 | 37 | 0680 | Valier H S | 3706808107BG 3706808107BG | 4,356 | 1,328 | 5,684 |
| 2007 | 38 | 0706 | Powder River Co Dist H S | 3807068107BG 3807068107BG | 2,658 | 1,574 | 4,232 |
| 2007 | 39 | 0713 | Powell County H S | 3907138107BG 3907138107BG | 12,700 | 5,379 | 18,079 |
| 2007 | 40 | 0726 | Terry K-12 Schools | 4007268107BG 4007268107BG | 1,624 | 687 | 2,312 |
| 2007 | 41 | 0731 | Corvallis K-12 Schools | 4107318107BG 4107318107BG | 23,038 | 7,535 | 30,573 |
| 2007 | 41 | 0733 | Stevensville H S | 4107338107BG 4107338107BG | 18,386 | 8,233 | 26,619 |
| 2007 | 41 | 0735 | Hamilton K-12 Schools | 4107358107BG 4107358107BG | 24,514 | 8,412 | 32,926 |
| 2007 | 41 | 0738 | Victor K-12 Schools | 4107388107BG 4107388107BG | 4,652 | 2,876 | 7,527 |
| 2007 | 41 | 0740 | Darby K-12 Schools | 4107408107BG 4107408107BG | 11,888 | 3,915 | 15,803 |
| 2007 | 41 | 0743 | Florence-Carlton K-12 Schl | 4107438107BG 4107438107BG | 4,652 | 5,436 | 10,088 |
| 2007 | 42 | 0746 | Sidney H S | 4207468107BG 4207468107BG | 11,888 | 6,496 | 18,384 |
| 2007 | 42 | 0751 | Fairview H S | 4207518107BG 4207518107BG | 2,880 | 1,139 | 4,018 |
| 2007 | 42 | 0769 | Lambert H S | 4207698107BG 4207698107BG | 1,698 | 462 | 2,160 |
| 2007 | 43 | 0776 | Poplar H S | 4307768107BG 4307768107BG | 28,059 | 4,954 | 33,012 |
| 2007 | 43 | 0778 | Culbertson H S | 4307788107BG 4307788107BG | 1,477 | 929 | 2,406 |
| 2007 | 43 | 0781 | Wolf Point H S | 4307818107BG 4307818107BG | 21,265 | 5,111 | 26,376 |
| 2007 | 43 | 0783 | Brockton H S | 4307838107BG 4307838107BG | 4,873 | 918 | 5,792 |
| 2007 | 43 | 0785 | Bainville K-12 Schools | 4307858107BG 4307858107BG | 1,108 | 289 | 1,396 |
| 2007 | 44 | 0791 | Forsyth H S | 4407918107BG 4407918107BG | 5,095 | 2,183 | 7,278 |
| 2007 | 44 | 0795 | Rosebud H S | 4407958107BG 4407958107BG | 960 | 404 | 1,364 |
| 2007 | 44 | 0797 | Colstrip H S | 4407978107BG 4407978107BG | 5,759 | 3,038 | 8,798 |
| 2007 | 45 | 0803 | Plains H S | 4508038107BG 4508038107BG | 8,196 | 2,629 | 10,825 |

| | | | | | | | |
|------|----|------|------------------------------|---------------------------|---------|---------|---------|
| 2007 | 45 | 0805 | Thompson Falls H S | 4508058107BG 4508058107BG | 7,384 | 2,561 | 9,945 |
| 2007 | 45 | 0812 | Noxon H S | 4508128107BG 4508128107BG | 5,833 | 2,047 | 7,880 |
| 2007 | 45 | 0815 | Hot Springs H S | 4508158107BG 4508158107BG | 5,095 | 1,144 | 6,239 |
| 2007 | 46 | 0822 | Medicine Lake K-12 Schools | 4608228107BG 4608228107BG | 1,477 | 535 | 2,012 |
| 2007 | 46 | 0828 | Plentywood K-12 Schools | 4608288107BG 4608288107BG | 3,249 | 2,036 | 5,285 |
| 2007 | 48 | 0847 | Park City H S | 4808478107BG 4808478107BG | 2,215 | 1,621 | 3,837 |
| 2007 | 48 | 0849 | Columbus H S | 4808498107BG 4808498107BG | 4,578 | 3,038 | 7,616 |
| 2007 | 48 | 0851 | Reed Point H S | 4808518107BG 4808518107BG | 886 | 514 | 1,400 |
| 2007 | 48 | 0859 | Rapelje H S | 4808598107BG 4808598107BG | 886 | 415 | 1,301 |
| 2007 | 48 | 0862 | Absarokee H S | 4808628107BG 4808628107BG | 1,994 | 2,005 | 3,998 |
| 2007 | 49 | 0882 | Sweet Grass County H S | 4908828107BG 4908828107BG | 5,169 | 3,348 | 8,517 |
| 2007 | 50 | 0884 | Choteau H S | 5008848107BG 5008848107BG | 8,122 | 2,991 | 11,113 |
| 2007 | 50 | 0891 | Fairfield H S | 5008918107BG 5008918107BG | 2,954 | 1,989 | 4,942 |
| 2007 | 50 | 0895 | Power H S | 5008958107BG 5008958107BG | 1,034 | 409 | 1,443 |
| 2007 | 51 | 0903 | Sunburst K-12 Schools | 5109038107BG 5109038107BG | 3,987 | 1,370 | 5,357 |
| 2007 | 51 | 0911 | Shelby H S | 5109118107BG 5109118107BG | 4,652 | 3,185 | 7,837 |
| 2007 | 52 | 0923 | Hysham K-12 Schools | 5209238107BG 5209238107BG | 1,477 | 703 | 2,180 |
| 2007 | 53 | 0926 | Glasgow K-12 Schools | 5309268107BG 5309268107BG | 8,565 | 3,899 | 12,464 |
| 2007 | 53 | 0933 | Hinsdale H S | 5309338107BG 5309338107BG | 1,772 | 420 | 2,192 |
| 2007 | 53 | 0935 | Opheim K-12 Schools | 5309358107BG 5309358107BG | 886 | 310 | 1,196 |
| 2007 | 53 | 0937 | Nashua K-12 Schools | 5309378107BG 5309378107BG | 222 | 687 | 909 |
| 2007 | 54 | 0946 | Harlowton H S | 5409468107BG 5409468107BG | 4,356 | 1,663 | 6,020 |
| 2007 | 54 | 0949 | Judith Gap H S | 5409498107BG 5409498107BG | 2,511 | 436 | 2,946 |
| 2007 | 55 | 0964 | Wibaux K-12 Schools | 5509648107BG 5509648107BG | 1,551 | 845 | 2,395 |
| 2007 | 56 | 0966 | Billings H S | 5609668107BG 5609668107BG | 198,403 | 102,756 | 301,160 |
| 2007 | 56 | 0971 | Laurel H S | 5609718107BG 5609718107BG | 18,017 | 9,414 | 27,431 |
| 2007 | 56 | 0975 | Custer K-12 Schools | 5609758107BG 5609758107BG | 369 | 352 | 721 |
| 2007 | 56 | 0979 | Broadview H S | 5609798107BG 5609798107BG | 960 | 745 | 1,705 |
| 2007 | 56 | 0983 | Huntley Project K-12 Schools | 5609838107BG 5609838107BG | 9,008 | 3,841 | 12,849 |
| 2007 | 56 | 0986 | Shepherd H S | 5609868107BG 5609868107BG | 10,116 | 3,936 | 14,051 |
| 2007 | 02 | 1189 | Hardin H S | 0211898107BG 0211898107BG | 42,014 | 10,925 | 52,939 |
| 2007 | 02 | 1190 | Lodge Grass H S | 0211908107BG 0211908107BG | 14,251 | 3,080 | 17,331 |
| 2007 | 34 | 1191 | Gardiner H S | 3411918107BG 3411918107BG | 1,624 | 1,165 | 2,789 |
| 2007 | 24 | 1200 | Ronan H S | 2412008107BG 2412008107BG | 31,898 | 8,952 | 40,850 |
| 2007 | 24 | 1206 | Charlo H S | 2412068107BG 2412068107BG | 7,532 | 1,931 | 9,463 |
| 2007 | 47 | 1212 | Butte H S | 4712128107BG 4712128107BG | 73,321 | 27,833 | 101,154 |
| 2007 | 03 | 1213 | Hays-Lodge Pole K-12 Schls | 0312138107BG 0312138107BG | 9,304 | 1,921 | 11,224 |
| 2007 | 02 | 1214 | Plenty Coups HS | 0212148107BG 0212148107BG | 4,652 | 1,029 | 5,680 |
| 2007 | 25 | 1221 | Lincoln K-12 Schools | 2512218107BG 2512218107BG | 4,726 | 1,249 | 5,975 |
| 2007 | 37 | 1226 | Heart Butte K-12 Schools | 3712268107BG 3712268107BG | 5,021 | 1,060 | 6,081 |
| 2007 | 34 | 1228 | Shields Valley H S | 3412288107BG 3412288107BG | 4,652 | 1,538 | 6,189 |
| 2007 | 21 | 1229 | Rocky Boy H S | 2112298107BG 2112298107BG | 15,875 | 3,385 | 19,260 |
| 2007 | 44 | 1230 | Lame Deer H S | 4412308107BG 4412308107BG | 25,917 | 5,667 | 31,585 |
| 2007 | 21 | 1234 | North Star HS | 2112348107BG 2112348107BG | 2,806 | 1,097 | 3,903 |
| 2007 | 50 | 1235 | Dutton/Brady K-12 Schools | 5012358107BG 5012358107BG | 1,551 | 966 | 2,516 |
| 2007 | 26 | 1237 | Chester-Joplin-Inverness HS | 2612378107BG 2612378107BG | 3,766 | 1,831 | 5,597 |

The secondary allocations are the 2006-2007 actual allocations, minus the \$60,000 rural reserve amount which was used to supplement those schools who were negatively impacted by the formula change from Perkins II to Perkins III. We will no longer be using the reserve for this purpose, as this was only a short term solution. The 2007-2008 secondary allocations cannot be accurately calculated at this time. The local applications have yet to be received, making it impossible to know what schools may or may not apply for funds which could change actual allocation amounts. An addendum will be sent (if needed) when allocation amounts are finalized.

Appendix 6B

**Carl Perkins
Local Application Allocation -- Higher Education**

PY 08 Montana Basic Grant Award \$ 5,549,303.00

| | | | | |
|--------------------------------|----|--------------|--------------|--------------------|
| <i>Local Application Funds</i> | \$ | 4,245,217.00 | Carryover | Total w/ Carryover |
| <i>Higher Ed. Share (35%)</i> | \$ | 1,485,826.00 | \$ 20,339.64 | \$1,506,165.64 |
| <i>Secondary Share (65%)</i> | \$ | 2,759,391.00 | | |

| | V-T Students per Term | Aver. # Pell/BIA Students per Term | Percent Pell/BIA Students in ER | Allocation based on Pell/BIA V-T Students | Carryover Allocation based on Pell/BIA V-T Students | PY 08 Total Allocation W/ Carryover | Increase over Last Year | Allocation For Last Year |
|---------------------------------------|--------------------------|---|--|--|--|--|-------------------------------|--------------------------------|
| Higher Ed. Eligible Recipients | | | | | | | | |
| MSU Billings COT | 705 | 255 | 36.17% | 144,833.96 | \$ 1,982.65 | \$ 146,816.60 | \$ 17,790.27 | \$ 129,026.33 |
| Montana Tech COT | 447 | 314 | 70.25% | 178,344.56 | \$ 2,441.38 | \$ 180,785.94 | \$ 37,046.07 | \$ 143,739.86 |
| MSU Great Falls COT | 876 | 410 | 46.80% | 232,870.28 | \$ 3,187.79 | \$ 236,058.07 | \$ 36,859.52 | \$ 199,198.55 |
| UM Helena COT | 577 | 217 | 37.61% | 123,250.86 | \$ 1,687.19 | \$ 124,938.05 | \$ (23,329.05) | \$ 148,267.10 |
| UM Missoula COT | 817 | 375 | 45.90% | 212,991.11 | \$ 2,915.66 | \$ 215,906.77 | \$ (5,362.07) | \$ 221,268.85 |
| Subtotal | 3,422 | 1,571 | 45.91% | 892,290.77 | \$ 12,214.67 | \$ 904,505.44 | \$ 63,004.73 | \$ 841,500.70 |
| DCC | 202 | 97 | 48.02% | 55,093.70 | \$ 754.18 | \$ 55,847.88 | \$ (38,658.25) | \$ 94,506.13 |
| MCC | 221 | 95 | 42.99% | 53,957.75 | \$ 738.63 | \$ 54,696.38 | \$ (1,894.12) | \$ 56,590.50 |
| Flathead Valley C.C. | 476 | 175 | 36.76% | 99,395.85 | \$ 1,360.64 | \$ 100,756.49 | \$ (19,781.27) | \$ 120,537.76 |
| Subtotal | 899 | 367 | 40.82% | 208,447.30 | \$ 2,853.46 | \$ 211,300.76 | \$ (60,333.63) | \$ 271,634.39 |
| Blackfeet Community College | 183 | 143 | 78.14% | 81,220.61 | \$ 1,111.84 | \$ 82,332.45 | \$ 3,105.75 | \$ 79,226.70 |
| Fort Peck | 229 | 111 | 48.47% | 63,045.37 | \$ 863.04 | \$ 63,908.40 | \$ (23,806.87) | \$ 87,715.27 |
| SKC | 430 | 302 | 70.23% | 171,528.84 | \$ 2,348.08 | \$ 173,876.92 | \$ 2,973.62 | \$ 170,903.30 |
| Subtotal | 842 | 556 | 66.03% | 315,794.82 | \$ 4,322.95 | \$ 320,117.77 | \$ (17,727.50) | \$ 337,845.27 |
| MSU Northern | 249 | 122 | 49.00% | 69,293.11 | \$ 948.56 | \$ 70,241.67 | \$ (3,325.98) | \$ 73,567.65 |
| GRAND TOTAL | 5,412 | 2,616 | 48.34% | 1,485,826.00 | \$ 20,339.64 | \$ 1,506,165.64 | \$ (18,382.37) | \$ 1,524,548.01 |

OPI E-Grants System

OPI
Home

Applicant Name: Atlas H.S.

Legal Entity: 0475

Carl Perkins Secondary

Application: 2007-2008 Original Application

Perkins Secondary

Program: Carl D. Perkins Vocational and Technical Education Act of 2006, Title I.

Purpose: Program provides funding to assist high schools in paying the additional costs of approved career and technical education programs. Career and technical education programs eligible for state CTE funding include: agriculture education; health occupations education; business education; family and consumer sciences education; industrial/technology education; and marketing education. Programs must be taught by instructors endorsed in the respective curricular area.

Career and Technical Education is an organized instructional program that provides integrated academic and technical curriculum to prepare secondary/postsecondary students for employment, continuing education, and a career. The funds to support this goal are provided through Title I of the Carl D. Perkins Career and Technical Education Act of 2006.

Legislation: Carl D. Perkins Career and Technical Education Act of 2006 Title I 20 U.S.C. 2301 et seq.
(Pub. L. 109-270)

Guidance: N/A

[Close Printer Friendly Page](#)

Draft

OPI E-Grants System

[OPI Home](#)

Applicant Name: Jane Doe

Legal Entity: 0475

2007-2008 Original Application

Application: 2007-2008 Original Application

Contact Information

[Instruct](#)

* Denotes required field

Authorized Representative:

| | |
|---------------|--------------|
| Last Name | First Name |
| Phone | Extension |
| | Fax |
| Summer Phone* | 406 444 9019 |
| | Extension |
| | Email |

District Clerk:

| | |
|---------------|--------------|
| Last Name | First Name |
| Phone | Extension |
| | Fax |
| Summer Phone* | 406 444 9019 |
| | Extension |
| | Email |

☒ Check this box if the Program Contact is someone other than the Authorized Representative listed above and complete the information.

Program Contact:

| | |
|-----------------|----------------------------|
| Last Name* | First Name* |
| Doe | Jane |
| Position Title* | Business Education Teacher |
| Phone* | 406 555 5555 |
| | Extension |
| | Fax* |
| | 406 555 5556 |
| Summer Phone* | 406 555 5557 |
| | Extension |
| | Email* |
| | jane_doe@montana.k12.mt.us |

Application Approval / Disapproval Copy Email Addresses

☒ Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices. The <https://test.egrants.opi.mt.gov/OPIGMSWeb/ApplicationShell.aspx?PADPageName=Contact-Information> 4/26/2007

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Authorized Representative or Superintendent who submits the application does not need to be included in this list:

Jane_doe@montana.k12.mt.us

Draft

OPI E-Grants System[OPI Home](#)

Applicant Name: Arlee H S

Legal Entity: 0475

Carl Perkins - Secondary

Application: 2007-2008 Original Application

[Printer-Friendly](#)[Click to Return to Application Select](#)[Click to Return to Menu List / Sign Out](#)

Allocations[Instructions](#)

PerkinsSec

Current Year Funds

| | |
|--------------------------|-----------------|
| Allocation | \$11,837 |
| ReAllocated (+) | \$0 |
| Released (-) | \$0 |
| Total Current Year Funds | \$11,837 |

Prior Year(s) Funds

| | |
|---------------------------|------------|
| Carryover (+) | \$0 |
| ReAllocated (+) | \$0 |
| Total Prior Year(s) Funds | \$0 |

Sub Total**\$11,837****Multi-District**

| | |
|----------------------|-----|
| Transfer In (+) | \$0 |
| Transfer Out (-) | \$0 |
| Administrative Agent | |

Adjusted Sub Total**\$11,837**

Total Available for Budgeting**\$11,837**

PerkinsSec

Close Printer Friendly Page

Draft

OPI E-Grants System

[OPI Home](#)
Applicant Name: [View Profile](#)

Legal Entity: 0475

[View Profile](#)

Application: 00702003 - Perkins Application

| Part I | Section A | Section B | Section C | Section D | Section E |
|--------|-----------|-----------|-----------|-----------|-----------|
| | Section A | Section B | Section C | Section D | Section E |

Application Part I - Required and Permissive Uses of Funds

[Instructions](#)

Describe how Perkins funds will be used to

Strengthen the academic and career and technical skills of students through the integration of academic and career and technical courses in the core learning areas.

- | | | |
|---|---|--|
| <input type="checkbox"/> Tutoring | <input type="checkbox"/> Integrated Academics | <input type="checkbox"/> Applied Academic Classes |
| <input type="checkbox"/> Teaching Aides | <input type="checkbox"/> Problem-based Learning | <input type="checkbox"/> Sending-school Coordination |
| <input type="checkbox"/> Basic Skills Classes | <input type="checkbox"/> Teacher Exchange | <input type="checkbox"/> Curriculum Coordination |
| <input type="checkbox"/> Contextual Learning | <input type="checkbox"/> CTE/Academic Team-teaching | |
| <input type="checkbox"/> Other (Please Specify) | | |

Provide students with an understanding of and experience in all aspects of industry.

- | | | |
|---|---|---|
| <input type="checkbox"/> Teacher Internships | <input type="checkbox"/> Business Partnerships | <input type="checkbox"/> Guest Speakers Community Resources |
| <input type="checkbox"/> Mentoring Programs | <input type="checkbox"/> Job Shadowing | <input type="checkbox"/> Co-op Apprenticeships Internships |
| <input type="checkbox"/> CISO Activities | <input type="checkbox"/> Business Advisory Committees | |
| <input type="checkbox"/> Other (Please Specify) | | |

Develop, improve, and expand the use of technology, including training personnel in the use and application of technology; providing students with technical skills that lead to entry in Post secondary and career fields; and encouraging schools to work with high tech industry to offer internships and mentoring programs.

- | | | |
|---|---|---|
| <input type="checkbox"/> Computer Lab Upgrade | <input type="checkbox"/> Distance Learning Classes | <input type="checkbox"/> State-of-the-Art Equipment |
| <input type="checkbox"/> Faculty Staff Training | <input type="checkbox"/> Internships Staff Monitoring | |
| <input type="checkbox"/> Other (Please Specify) | | |

Provide comprehensive (including initial teacher preparation) professional development programs to teachers, counselors, and administrators that include training in state-of-the-art programs and techniques.

- | | | |
|---|--|---|
| <input type="checkbox"/> New Teacher Institutes | <input type="checkbox"/> Sharing of Best Practices | <input type="checkbox"/> Internships and Externships |
| <input type="checkbox"/> Professional Library | <input type="checkbox"/> Curriculum Development | <input type="checkbox"/> Access to Experts in the Field |
| <input type="checkbox"/> Continuing Education | | |
| <input type="checkbox"/> Other (Please Specify) | | |

Develop and implement a process to evaluate program effectiveness.

- | | | |
|---|---|---|
| <input type="checkbox"/> Advisory Committee Input | <input type="checkbox"/> Graduate Follow-up | <input type="checkbox"/> Evaluation of Placement Data |
| <input type="checkbox"/> Needs Assessment | | |
| <input type="checkbox"/> Other (Please Specify) | | |

Initiate, improve, expand, and modernize quality program effectiveness

- | | | |
|--|--|--|
| <input type="checkbox"/> Class Addition Deletion | <input type="checkbox"/> Flexible Scheduling | <input type="checkbox"/> State-of-the-Art Equipment |
| <input type="checkbox"/> Curriculum Development | <input type="checkbox"/> Consult Labor Market Data | <input type="checkbox"/> Internships |
| <input type="checkbox"/> Advisory Committee | <input type="checkbox"/> 2+2 Programs | <input type="checkbox"/> Pre-apprenticeship Programs |
| <input type="checkbox"/> Collaboration with Four Year Universities | | |
| <input type="checkbox"/> Other (Please Specify) | | |

Provide services and activities that are of sufficient size, scope, and quality to be effective.

- | | | |
|---|--|--|
| <input type="checkbox"/> Labor Market Surveys | <input type="checkbox"/> Student Evaluations | <input type="checkbox"/> Articulation Agreements |
| <input type="checkbox"/> Other (Please Specify) | | |

Link secondary and postsecondary career and technical education programs.

- | | | |
|---|--|---|
| <input type="checkbox"/> Tech Prep Programs | <input type="checkbox"/> RTEC Collaboration | <input type="checkbox"/> Linkage with Trade Consortiums |
| <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Collaboration with Four-year Universities | |
| <input type="checkbox"/> Other (Please Specify) | | |

List Articulation Agreement Participants and Program Areas

Promote preparation for nontraditional training and employment.

- | | | |
|---|--|--|
| <input type="checkbox"/> Special Brochure | <input type="checkbox"/> Mentors | <input type="checkbox"/> Student Recognition |
| <input type="checkbox"/> Internships | <input type="checkbox"/> Job Shadowing | <input type="checkbox"/> Nontraditional Role Models |
| <input type="checkbox"/> Inservice for Faculty | <input type="checkbox"/> Media Presentations | <input type="checkbox"/> Middle School Presentations |
| <input type="checkbox"/> Other (Please Specify) | | |

Draft

Promote the Tech Prep concept.

- | | | |
|---|--|--|
| <input type="checkbox"/> Scholarships | <input type="checkbox"/> Media Relations | <input type="checkbox"/> Articulation Guides |
| <input type="checkbox"/> Direct Mailings | <input type="checkbox"/> Student Recognition/Tech Prep | |
| <input type="checkbox"/> Other (Please Specify) | <input type="checkbox"/> Student of the Year | |

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Draft

OPI E-Grants System

[OPI Home](#)

Applicant Name: Arden, L.B.

Legal Entity: 04774

Application: 07/02/03 Original Application

| Part I | Part II Special Populations | Big Sky Pathways (Programs of Study) | Program Assessment | Performance and Accountability | Part V Funding |
|-----------|--------------------------------|---|-----------------------|-----------------------------------|-------------------|
| Section A | | | | Part I Section B | |

Application Part I (cont.) - Required and Permissive Uses of Funds

[Instructions](#)

Describe how Perkins funds will be used to:

Ensure career and technical students are taught to the same rigorous standards as all students.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Joint Faculty Workshops | <input type="checkbox"/> Lesson-sharing | <input checked="" type="checkbox"/> Applied Courses |
| <input checked="" type="checkbox"/> Frequent Evaluations | <input type="checkbox"/> Team Teaching | <input type="checkbox"/> Cross-Curricular Activities |
| <input type="checkbox"/> Articulation Agreements | <input type="checkbox"/> Joint Planning Times | <input type="checkbox"/> Basic Skills Instructors |
| <input type="checkbox"/> Standard Assessments | <input type="checkbox"/> Development of Standard Competencies | |
| <input type="checkbox"/> Other (Please Specify): | | |

Assist students in making educated career choices.

- | | | |
|--|---|--|
| <input type="checkbox"/> Career Fairs | <input type="checkbox"/> Counselor In-service | <input type="checkbox"/> Career Pathways |
| <input type="checkbox"/> Summer Institutes | <input type="checkbox"/> Student Internships | |
| <input type="checkbox"/> Other (Please Specify): | | |

Ensure that parents, business, labor entities, community are involved in the development, implementation, and evaluation of programs and assist and inform individuals in understanding this program.

- | | | |
|--|---------------------------------------|---|
| <input type="checkbox"/> Advisory Committees | <input type="checkbox"/> Focus Groups | <input type="checkbox"/> Community Partnerships |
| <input type="checkbox"/> Business Partnerships | <input type="checkbox"/> Open House | <input type="checkbox"/> Curriculum Integration |
| <input type="checkbox"/> Other (Please Specify): | | |

Develop a process of evaluation and continuous improvement of performance.

- | | | |
|---|--|---|
| <input type="checkbox"/> Standards Development | <input type="checkbox"/> Teacher Self-Evaluation | <input type="checkbox"/> Advisory Committee Input |
| <input type="checkbox"/> IMS | <input type="checkbox"/> Employer Satisfaction Surveys | |
| <input checked="" type="checkbox"/> Other (Please Specify): | | |

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OPI E-Grants System

[OPI Home](#)

Applicant Name: Add name

Legal Entity: 0475

[View Application History](#)

Application: 2007245 - 1st Application

| Part I | Part II Special Populations | Part III: Primary Programs - Study | Program Assessment | Performance and Accountability | Part IV Funding |
|--------|--------------------------------|---------------------------------------|-----------------------|-----------------------------------|--------------------|
|--------|--------------------------------|---------------------------------------|-----------------------|-----------------------------------|--------------------|

Application Part II. Special Populations

[Instructions](#)

- * Individual with a disability
- * Individual economically disadvantaged
- * Individual preparing for non-traditional training and employment
- * Single Parent
- * Individual with other barriers including Limited English Proficiency

Describe how the needs of Special Populations will be met including:

Assessing and monitoring the needs of special populations.

- | | | |
|---|--|--|
| <input type="checkbox"/> Needs Assessment | <input type="checkbox"/> Focus Groups | <input type="checkbox"/> Personal Counseling |
| <input type="checkbox"/> Advisory Committee | <input type="checkbox"/> Transition Team | <input type="checkbox"/> Special Assessments |
| <input type="checkbox"/> Other (Please Specify) | | |

Removing barriers for special populations.

- | | | |
|---|---|--|
| <input type="checkbox"/> Flexible Scheduling | <input type="checkbox"/> Faculty Inservice | <input type="checkbox"/> Pre-testing |
| <input type="checkbox"/> Career Counseling | <input type="checkbox"/> Alternative Test Formats | <input type="checkbox"/> Adaptive Technology |
| <input type="checkbox"/> Support Services | <input type="checkbox"/> Pre-employment Preparation | |
| <input type="checkbox"/> Other (Please Specify) | | |

Assisting members of special populations in improving and meeting performance standards.

- | | | |
|---|--|--|
| <input type="checkbox"/> Tutors | <input type="checkbox"/> Applied Courses | <input type="checkbox"/> At-risk Centers |
| <input type="checkbox"/> Counseling | | |
| <input type="checkbox"/> Other (Please Specify) | | |

Ensuring nondiscrimination of members of special populations.

- | | | |
|---|---|--|
| <input type="checkbox"/> Faculty Inservice | <input type="checkbox"/> Policy Dissemination | <input type="checkbox"/> Student Inservice |
| <input type="checkbox"/> Implementation of Nondiscrimination Policies | | |

Other (Please Specify)

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OPI E-Grants System

[OPI Home](#)Applicant Name: [None](#)Legal Entity: [0475](#)[Go Back](#) [Go Forward](#)Application: [2007-2008 Original Application](#)

| | | | | | |
|------------------------|---|---|--|--|------------------------------------|
| Part I | Part II Special Populations | Big Sky Pathways (Programs of Study) | Program Assessment | Performance and Accountability | Part V Funding |
|------------------------|---|---|--|--|------------------------------------|

Big Sky Pathways (Programs of Study)

Districts will report on their approved pathways (programs of study) beginning with the 2008-09 Perkins application. OPI program specialists will be providing technical assistance to districts during the 2007-08 school year for the development of pathways.

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OPI E-Grants System

[OPI Home](#)
Applicant Name: [District 18](#)Legal Entity: [438](#)[View Application Summary](#)

Application: 2007-2008 Original Application

| Part I | Part II Special Populations | Big Sky Pathways (Programs of Study) | | Program Assessment | Performance and Accountability | Part V Funding |
|--------------------------------|--------------------------------|---|-----------------------|---------------------------------|-----------------------------------|--------------------------|
| Consolidated Advisory Board | Special Services Unit | Agriculture | Business Marketing | Family and Consumer Sciences | Health Occupations | Industrial Technology |

Consolidated Advisory Board

[Instruction](#)

Does your District offer Agriculture programs? ☐ Yes ☒ No

Does your District offer Business Marketing programs? ☒ Yes ☐ No

Does your District offer Family and Consumer Sciences programs? ☒ Yes ☐ No

Does your District offer Health Occupations programs? ☐ Yes ☒ No

Does your District offer Industrial/Technology programs? ☒ Yes ☐ No

Do you have a Consolidated Advisory Board for all program areas? ☐ Yes ☒ No

Please select from the individual program areas on the right, completing as many individual advisory boards as you have.

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OPI E-Grants System

[OPI Home](#)

Applicant Name: Alice P.S.

Legal Entity: 1474

City: Helena

State: MT

Application: 2007-2008 Original Application

| Part I | Part II Special Populations | Big Sky Pathways (Programs of Study) | | Program Assessment | Performance and Accountability | Part V Funding |
|---------------------------------|--------------------------------|---|-----------------------|---------------------------------|-----------------------------------|--------------------------|
| Consolidated Schools - Board | High_School_List | Agriculture | Business Marketing | Family and Consumer Sciences | Health Occupations | Industrial Technology |

Schools with Programs

[Instruction](#)

Applicants must complete a Program Assessment for each high school that has one or more programs. Please list the high school(s) that have one or more programs on this page. These schools will be redisplayed on each Assessment Page.

| | |
|---------------|-----------------|
| High School 1 | Big Sky Country |
| High School 2 | Oro e Plata |
| High School 3 | Treasure State |
| High School 4 | Sapphire |

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OPI E-Grants System

[OPI Home](#)

Applicant Name: Arice HS

Legal Entity: 0475

Can Pervine, Beavercreek

Application: 2007-2008 Original Application

| | | | | | | |
|--|--------------------------------|---|-----------------------|---------------------------------|------------------------------------|--------------------------|
| Part I | Part II Special Populations | Big Sky Pathways (Programs of Study) | | Program Assessment | Performance and Accountability | Part V Funding |
| Consolidated Advisory Board | High School List | Agriculture | Business Marketing | Family and Consumer Sciences | Health Occupations | Industrial Technology |
| Business Marketing Advisory Committee | | Business Marketing Assessment A | | | Business Marketing Assessment B | |

Business/Marketing Advisory Committee

Instruction

If you have a Business Marketing Advisory Committee, identify the members below:

| Name | Business/Agency |
|----------|-----------------|
| Jane Doe | Janes Panes |
| John Doe | Johns Pawn |
| Jill Doe | Jills Pill(ow)s |

Draft

OPI E-Grants System

OPI
Home

Applicant Name: Anderson

Legal Entity: 0479

Carl Perkins - Secondary

Application: 2007-2008 General Application

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| | | | | | | |
|---------------------|---------------------|--------------------|--------------------|--------------------|-------------------------------|--------------------|
| Project Description | Project Description | Funding | Application Pages | Budget Pages | Assurances Common and Program | Submit |
| Business Marketing | High School 1 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 2 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 3 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 4 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 5 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 6 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 7 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 8 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 9 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 10 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 11 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 12 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 13 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 14 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 15 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 16 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 17 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 18 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 19 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |
| Business Marketing | High School 20 | Business Marketing | Business Marketing | Business Marketing | Business Marketing | Business Marketing |

Business/Marketing - Program Assessment Part A - High School 1

On the High School List page, High School 1 was identified as: Big Sky Country

Respond to the following statements. For each "no" response, describe the methods intended to improve the area.

1a. The program develops skills leading to employment and/or entry into advanced career and technical training.

• Yes • No

1b. The program reflects the hiring needs of employers in the geographic area of the school.

• Yes • No

Describe the methods intended to improve this area of weakness. (2000 Character Limit)

Text

2. Program objectives are defined in terms of skills to be developed and are related to a specific career as specified in the Guidelines for Career and Technical Education.

• Yes • No

3. Current Career and Technical Student Enrollment Reports are on file with the OPI

• Yes • No

4. Work experiences taught by a CTE-endorsed instructor are reported on the CTE student enrollment reports

• Yes • No

Describe the methods intended to improve this area of weakness. (2000 Character Limit)

Text Again

5. Program offerings are based on results of students' needs assessments and this program assessment.

- Yes • No

6a. The program advisory committee has been approved by the school board.

- Yes • No

6b. The program advisory committee has minutes on file from the current year.

- Yes • No

6c. The program advisory committee has assisted with program development.

- Yes • No

Describe the methods intended to improve this area of weakness. (2000 Character Limit)

Reset

6d. The program advisory committee has been provided with a copy of the most current version of the Montana Standard and Technical Education.

- Yes • No

7. Curriculum is organized based on academic and technical knowledge and skills for the career cluster.

- Yes • No

8a. This program develops personal, career, and leadership skills within the curriculum (provide evidence).

- Yes • No

8b. This program develops personal, career, and leadership skills through a Career and Technical Student Organization (HOSA, TSA, SkillsUSA).

- Yes • No

Describe the methods intended to improve this area of weakness. (2000 Character Limit)

Test yet again

Save Page

user ID: ArleeHSRep

The Montana Office of Public Instruction, Linda McCulloch, Superintendent • P.O. Box 202501 Helena, Montana 59620-2501

In-State Toll-Free 1-888-231-9393, Local (406) 444-3095

Contact Us

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OPI E-Grants System

OPI
Home

Applicant Name: Admin

Legal Entity: 1477

Carl Perkins - Secondary

Application: 2007-2008 Original Application

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| | | | | | | |
|---|---|---|----------------------|------------------------------|--------------------------------|---------|
| Overview | Project Information | Funding | Application Pages | Budget Pages | Assurances, Common and Program | Schools |
| Programs | State Populations | Big Sky Pathways (Programs of Study) | Program Assessment | Part and Acc | | |
| Transferable Vocational Skills | High School List | Agriculture | Business / Marketing | Family and Consumer Sciences | | |
| Business-Marketing Advisory Committee | | Business-Marketing Assessment A | | | | E |
| Business/Marketing Assessment B High School 1 | Business/Marketing Assessment B High School 2 | Business/Marketing Assessment B High School 3 | | | | Bu |

Business/Marketing- Program Assessment Part B - High School 1**On the High School List page, High School 1 was identified as: Big Sky Country**

9. Career guidance and counseling services are provided for the students.

Yes No

10a. The program instructor(s) is licensed (certified) and appropriately endorsed.

Yes No

10b. The program instructor(s) is an active member of a career and technical education professional organization. (List applicable)

Yes No

10c. The program instructor(s) continues to update skills through continuing education and professional development.

Yes No

11a. Equipment and facilities are up-to-date and reflective of industry standards.

Yes No

11b. Equipment and facilities are adequate for the maintenance of acceptable education and health and safety standard.

Yes No

12. There is a planned follow-up system of students completing the programs.

Yes No

13. Maximum class sizes are determined with consideration of the instructional environment, equipment, supervision individual student instruction.

Yes No

14. This program ensures equal access for all students.

Yes No

Draft

15. Career and technical education funds are used to supplement and enhance this program and are not supplanting of
☐ Yes ☐ No
16. Career and Technical accounting procedures use standard school accounting codes.
☐ Yes ☐ No
- 17a. A yearly certified expenditure report is submitted to the OPI showing actual expenditure of funds compared to the
☐ Yes ☐ No
- 17b. Records of all Career and Technical Education transactions are kept on file locally for audit purposes.
☐ Yes ☐ No

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user ID: ArleeHSRep

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In-State Toll-Free 1-888-231-9393, Local (406) 444-3095

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OPI E-Grants System

[OPI Home](#)

Applicant Name: Adrean...

Legal Entity: 0475

Application Number: 054400

Application: 2007-2008 Program Information

| Part 1 | Part 2 | Part 3 | | Part 4 | Part 5 | Part 6 |
|---------------------------|--------------------------|-----------------------|----------------|--------------------------|---------------|----------------------------------|
| Performance Level Summary | 1S1 Academic Achievement | 1S2 Skill Proficiency | 2S1 Completion | 2S2 Diploma / Credential | 3S1 Placement | 4S1 Participation Nontraditional |

Performance Level - Summary

There are seven areas of Performance which are measured. State Negotiated Performance Levels exist for each of these individual Performance Area pages, you must enter your Proposed Performance Target for this year.

This page displays a summary of the Performance Level data. The Proposed Performance Targets for each area are copied on the individual area pages.

| Performance Area | State Negotiated Performance Level | Previously Reported Performance |
|----------------------------------|------------------------------------|---------------------------------|
| 1S1 Academic Achievement | 80.00 | |
| 1S2 Skill Proficiency | 81.00 | |
| 2S1 Completion | 82.00 | |
| 2S2 Diploma / Credential | 83.00 | |
| 3S1 Placement | 84.00 | |
| 4S1 Participation Nontraditional | 85.00 | |
| 4S2 Completion Nontraditional | 86.00 | |

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Draft

OPI E-Grants System

[OPI Home](#)

Applicant Name: Arce, J S

Legal Entity: 0475

2a. Perkins - Secondary

Application: 2007-2008 Original Application

| Part I | Part_II Special Populations | Big_Sky_Pathways (Programs of Study) | | Program Assessment | Performance and Accountabi | |
|------------------------------|--------------------------------|---|----------------|----------------------------|-------------------------------|-----------------------------|
| Performance Level Summary | 1S1 Academic Achievement | 1S2 Skill Proficiency | 2S1_Completion | 2S2_Diploma/ Credential | 3S1_Placement | 4S1 Particip Nontraditio |

1S1 Academic Achievement

The State Negotiated Performance Level for Academic Achievement for this year is: 83

Your previous year reported performance was: 84

Enter your Proposed Performance Target for this year: 84

Are you running any programs under Academic Achievement that are NOT meeting the State Negotiated Performance
☒ Yes ☐ No

1a. List the programs that are not meeting State Negotiated Performance Levels. (Limit 2000 characters)

Industrial Technology

1b. Select the strategies and activities to be conducted to improve these programs.

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Classroom Aides | <input type="checkbox"/> Student Portfolios | <input type="checkbox"/> Basic Skills Instruction |
| <input type="checkbox"/> Tutors | <input type="checkbox"/> Team-teaching | <input type="checkbox"/> Special Instructional Materials |
| <input checked="" type="checkbox"/> Applied Academics | <input type="checkbox"/> Curriculum Alignment | <input type="checkbox"/> Early Identification of Problem Learners |
| <input type="checkbox"/> Other | | |

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OPI E-Grants System

OPI
Home

Applicant Name: Applicant

Legal Entry: 0474

Application: 00740000000000000000

Application: 00740000000000000000

| Part I Applicant Information | Part II Special Populations | Part III Big Sky Pathways (Programs of Study) | Part IV Program Assessment | Part V Performance and Accountability | Part VI Funding |
|---------------------------------|--------------------------------|---|----------------------------------|---|--------------------|
| Funding Distribution | | | Funding Comparison | | |

Funding Distribution

Instructions

Special Populations

- A - Individual with a disability
- B - Individual economically disadvantaged
- C - Individual preparing for nontraditional training
- D - Single parent
- E - Displaced homemaker
- F - Other barriers including Limited English Proficiency

Within the table below, list each expenditure. For each expenditure, list all required and permissive uses of funds. Also indicate (for each Special Population) if this expenditure will serve them.

The sum of the funds entered on this page must exactly match the total funds budgeted on the Budget Detail page PRIOR to submission of the application.

| Usage Code(s) | A | B | C | D | E | F | Proposed Expenditure | Amount |
|----------------------|-----|-----|-----|-----|----|-----|--|----------|
| 00000000000000000000 | Yes | Yes | Yes | Yes | No | Yes | Upgrade CAD/CAM software for Industrial Technology program | 2,000.00 |
| | | | | | | | | |
| | | | | | | | | |

Total Amount of Proposed Expenditures 2000

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OPI E-Grants SystemOPI
Home

Applicant Name: Anee H S

Legal Entity: 0475

Carl Perkins - Secondary

Application: 2007-2008 Original Application

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Click to Return to Application Select
Click to Return to Menu List Sign Out**Budget Detail BUDGET BREAKDOWN** (Use whole dollars only. Omit Decimal Places, e.g., 2536)

Instructions

Total Allocation Available for Budgeting: \$11,837

Topic 7: Providing Quality Career and Technical Education Programs

| Purpose Category | 100 Personal Service- Salaries | 200 Employee Benefits | 300 Purchased Professional and Technical | 400 Purchased Property Services | 500 Other Purchased Services | 600 Supplies | 700 Property Equipment |
|------------------|---|-----------------------------|--|--|---------------------------------------|-----------------|------------------------------|
| 10 Instruction | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Sub Total | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |

| | | | | | | | |
|---------------|------------|------------|------------|------------|------------|------------|------------|
| TOTALS | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
|---------------|------------|------------|------------|------------|------------|------------|------------|

Determining Maximum Indirect Cost allowed

A. Total Allocation Available for Budgeting: \$11,837
 B. Budgeted Property and Equipment Cost Object 700: \$0
 C. Allowable Direct Costs (A-B): \$11,837
 D. Indirect Cost Rate %: 0.0000
 E. Maximum Indirect Cost (C*(D/(1+D))): \$0

(F) Total budgeted above: \$2,000

(G) Budgeted Indirect Cost: 0

(H) Total Budget (F+G): \$2,000

Allocation Remaining (A-H): \$9,837

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OPI E-Grants System**OPI
Home****Applicant Name:** Alee H S**Legal Entity:** 0475

Carl Perkins - Secondary

Application: 2007-2008 Original Application

Printer-Friendly

[Click to Return to Application Select](#)
[Click to Return to Menu List / Sign Out](#)**Budget** Read Only

| Code | Purpose Category | 100 Personal Service- Salaries | 200 Employee Benefits | 300 Purchased Professional and Technical | 400 Purchased Property Services | 500 Other Purchased Services | 600 Supplies | 700 Property & Equipment | 800 Other Objects | TOTAL |
|-------------------------------|------------------------------|---|-----------------------------|---|--|---------------------------------------|-----------------|--------------------------------|-------------------------|-------------------|
| 10 | Instruction | | | | | | | | 2,000 | 2,000 100.00 % |
| 20 | Support Services | | | | | | | | | |
| 21 | Parental/Family Involvement | | | | | | | | | |
| 22 | Professional Development | | | | | | | | | |
| 23 | Administration | | | | | | | | | |
| 27 | Pupil Transportation | | | | | | | | | |
| 33 | School and Community Support | | | | | | | | | |
| 40 | Facilities | | | | | | | | | |
| Total Direct Costs | | | | | | | | | 2,000 100.00 % | 2,000 |
| Approved Indirect Costs X OF: | | | | | | | | | | |
| Total Budget: | | | | | | | | | | 2,000 |

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OPI E-Grants System

[OPI Home](#)

Applicant Name: Arce JCS

Legal Entity: 0475

Application: 2-07-2003 Original Application

| Common Assurances | Program Assurances | Assurances |
|-------------------|--------------------|------------|
|-------------------|--------------------|------------|

Common Assurances for Federal Programs

[Instructions](#)

- ☒ By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below, as applicable to the program(s) for which funding is requested.

Assurances

Each legal entity, district, cooperative or agency that participates in one or more of the programs listed below MUST complete and return this form to the Office of Public Instruction (OPI) prior to the award of funds for any U.S. Department of Education administered program.

Submission of this form is not an application for funds and does not obligate the applicant or OPI for the programs. The following pages consolidate common assurances required by federal law that apply to the federal programs listed below. Additional specific program assurances may be included in the application or program plan for that individual program.

Common Assurances

The Common Assurances listed below in items 1-21 apply to all programs administered by the U.S. Department of Education through the Office of Public Instruction, including all programs found in the following Acts:

- ESEA Reauthorized by the No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425- Individuals with Disabilities Education Act (IDEA), Part B, 20 USC Section 1400- Carl D. Perkins Vocational and Technical Education Act, 20 USC Section 2301
- Workforce Investment Act, 29 USC Section 2801
- Adult Basic Literacy Education, 42 USC Section 4959
- General Education Provisions Act (GEPA), 20 USC Section 1221
- Pro-Children's Act of 2001, Pub. L. No. 107-110, Section 9532, 115 Stat. 1984

General

1. That each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications [see Pub. L. No. 107-110 Section 9306(a)(1), 115 Stat. 1971].
2. That the applicant will adopt and use proper methods of administering each such program, including the enforcement of any obligations imposed by law on agencies, institutions, organizations and other recipients responsible for carrying out each program; and the correction of deficiencies in program operations that are

identified through audits, monitoring, or evaluation [see Pub. L. No. 107-110 Section 9306(a)(3), 115 Stat. 1971].

3. No policy of the district prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools per guidance of the Secretary of the U.S. Department of Education [see Pub. L. No. 107-110 Section 9524, 115 Stat. 1980].
4. No school or district that has a designated open forum or a limited public forum denies equal access or a fair opportunity to meet with, or discriminate against, any group officially affiliated with the Boy Scouts of America, or any other youth group listed in title 36 of the United States Code, that wishes to conduct a meeting within that designated open forum or limited public forum including denying such access or opportunity or discriminating for reasons based on the membership or leadership criteria or oath of allegiance to God and country of the Boy Scouts of America or of the youth group listed in title 36 of the United States Code [see Pub. L. No. 107-110 Section 9525, 115 Stat. 1981].
5. None of the funds under ESEA will be used for schools to develop or distribute, or operate programs or courses of instruction directed at youth that promotes or encourages sexual activity, distribute or aid in the distribution of obscene materials to minors on school grounds, provide sex education or HIV-prevention education unless that instruction is age appropriate and includes the health benefit of abstinence or to operate a program of contraceptive distribution in schools [see Pub. L. No. 107-110 Section 9526, 115 Stat. 1982].
6. Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except that a student or parent of a student may request that the information not be released without written parental consent, each school receiving assistance under ESEA shall provide, on a request made by military recruiters or an institution of higher education, access to secondary student names, addresses, and telephone listings. Each school shall provide military recruiters the same access to secondary students as is provided generally to postsecondary educational institutions or to prospective employers of those students. Each district shall notify parents of the option to not release student information without prior written parental consent and shall comply with any request to do so [see Pub. L. No. 107-110, Section 9528, 115 Stat. 1983].
7. Any student determined to be attending a "persistently dangerous school" as defined by the Office of Public Instruction or who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a public elementary or secondary school that the student attends, will be allowed to attend a safe public elementary or secondary school within the local school district [see Pub. L. No. 107-110 Section 9532, 115 Stat. 1984].
8. That no person shall permit smoking within any indoor facility (or portion of such facility) owned or leased or contracted for, and utilized by such person for the provision of routine or regular kindergarten, elementary or secondary education, library services, routine health care, day care or early childhood development services [see Pub. L. No. 107-110 Section 4303, 115 Stat. 1774].

Funding, Fiscal Controls, Record Keeping and Reports

9. That the control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to such entities; and the public agency, nonprofit private agency, institution or organization, or Indian tribe will administer such funds and property to the extent required by authorizing statutes [see Pub. L. No. 107-110 Section 9306(a)(2)(A)(B), 115 Stat. 1971].
10. That the applicant will cooperate in carrying out any evaluation of each such program conducted by or for the state superintendent of public instruction and the secretary or other federal officials [see Pub. L. No. 107-110 Section 9306(a)(4), 115 Stat. 1971].
 - * That expenditures of \$300,000 or more in a year in federal awards shall have a single or program-specific audit conducted for that year in accordance with the provisions of OMB Circular A-133 (OMB Circular A-133).
 - * That federal awards are expended only for allowable activities and that the costs of goods and services charged to federal awards are allowable and in accordance with the applicable cost principles (20 USC

3474; OMB Circular A-102).

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- * That the draw down of federal cash is only for immediate needs (20 USC 3474; OMB Circular A-102).
 - * That proper records are maintained for equipment acquired with federal awards, equipment is adequately safeguarded and maintained, disposition or encumbrance of any equipment or real property is in accordance with federal requirements, and the federal awarding agency is appropriately compensated for its share of any property sold or converted to non-federal use (20 USC 3474; OMB Circular A-102).
 - * That matching, level of effort, or earmarking requirements are met using only allowable funds or costs which are properly calculated and valued (20 USC 3474; OMB Circular A-102).
 - * That federal funds are used only during the authorized period of availability (20 USC 3474; OMB Circular A-102) [Pub. L. No. 107-110 Section 9201, 115 Stat. 1966].
 - * That procurement of goods and services are made in compliance with the provisions of the A-102 Common Rule or OMB Circular A-110, as applicable, and that no subaward, contract, or agreements for purchases of goods or services is made with any debarred or suspended party (20 USC 3474; OMB Circular A-102).
 - * That program income is correctly earned, recorded, and used in accordance with the program requirements (20 USC 3474; OMB Circular A-102).
 - * That reports of federal awards submitted to the pass-through entity include all activity of the reporting period, are supported by underlying accounting or performance records, and are fairly presented in accordance with program requirements (20 USC 3474; OMB Circular A-102).
 - * That required audits are obtained and appropriate corrective action is taken on audit findings (20 USC 1221e-3 & 3474; OMB Circulars A-102, & A-133).
11. That the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, federal funds paid to such applicant under each such program [Pub. L. No. 107-110 Section 9306(a)(5), 115 Stat. 1971] in accordance with state school accounting and reporting policies as applicable (School Accounting Manual).
 12. That the local education agency will make reports to the state superintendent of public instruction and to the secretary as may reasonably be necessary to enable the state education agency and the secretary to perform their duties and that the local education agency will maintain such records for three years and the current year or as required in school districts in the School District Records Schedule (Schedule No. 7) published by the Montana Department of Administration and provide access to those records, as the superintendent or secretary deem necessary to perform their duties [see Pub. L. No. 107-110 Section 9306 (a)(6), 115 Stat. 1971].
 13. That in the case of any project involving construction, the project is not inconsistent with overall state plans for the construction of school facilities, and in developing plans for construction due consideration will be given to excellence of architecture and design and to compliance with Appendix A of Part 36 of Title 28, Code of Federal Regulations (Americans With Disabilities Accessibility Guidelines for Buildings and Facilities) or Appendix A of Part 101-19.6 of Title 41, Code of Federal Regulations (Uniform Federal Accessibility Standards).
 14. That none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such organization [see Title XX of GEPA, 20 USC Section 2342(c)(11)].
 15. Laborers and mechanics employed by contractors or subcontractors to work on construction projects financed using federal assistance must be paid wages not less than those established for the local project area by the Secretary of Labor. [Davis Bacon Act, 40 Stat. 1494, 40 USC 276a-276a-s]

Participation

16. That before each application is submitted, the applicant will afford a reasonable opportunity for public comment on the application and has considered such comment [see Pub. L. No. 107-110, Section 9306](a) (7), 115 Stat. 1971].

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17. That the applicant is in compliance with the federal regulations 34 CFR 75.650 [see Pub. L. No. 107-110, Section 9501(a)(1), 115 Stat. 1975] governing private school participation which require that public school subgrantees provide students enrolled in private schools with a genuine opportunity for equitable participation should private schools in the subgrantee's district wish to participate in federal programs. That the applicant who is in receipt of ESEA funding is in compliance with nonpublic school requirements including timely and meaningful consultation with appropriate nonpublic school officials (Title IX, Part E, ESEA).

Nondiscrimination

18. That the applicant assures that it will comply with Title VI of the Civil Rights Act of 1964, as amended, 42 USC Section 2000d et seq., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance; and Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC Section 794, which prohibits discrimination on the basis of handicap in programs receiving federal financial assistance and Title IX of Education Amendments of 1972, as amended, 20 USC Section 1681 et seq., which prohibits discrimination on the basis of sex in education programs receiving federal financial assistance and the Age Discrimination Act of 1975, as amended, 42 USC Section 6101 et seq., which prohibits discrimination on the basis of age in programs receiving federal financial assistance; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

Gun-Free Schools

19. That the applicant is in compliance with the Gun-Free Schools Act requirements of Section 20-5-202, MCA.

Debarment and Suspension

20. That the applicant certifies that it is not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation by any federal department or agency, and agrees that it will not knowingly enter into any subcontract or subgrant with a person or agency who is debarred, suspended, declared ineligible or voluntarily excluded from participation by any federal department or agency. If the applicant is unable to provide this certification, an explanation must be attached (see statutory detail in 34 CFR Section 85.105 and 85.110).

Lobbying and Political Activity

21. That the applicant certifies that federal funds will not be used for partisan political purposes of any kind by any person or organization involved in the administration of federally assisted programs. [Hatch Act (5 USC 1501- 508) and Intergovernmental Personnel Act of 1970, as amended by Title VI of Civil Services Reform Act, Pub. L. No. 95-454, Section 4728)].
- a. federal funds received for programs covered by this common assurance form will not be used to influence or attempt to influence an officer or employee of any agency, a Member, officer, or employee of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with awarding of any federal contract; making any federal grant or loan; entering into any cooperative agreement; and extending, continuing, renewing, amending, or modifying any federal contract, grant, loan, or cooperative agreement
 - b. if funds other than federally appropriated funds have been or will be paid to any person for influencing or attempting to influence any of the parties named above, Standard Form LLL, "Disclosure Form to Report Lobbying" will be completed and submitted in accordance with its instructions and returned to OPI
 - c. the language of this section will be included in any subcontracts entered into for funds received under programs covered by this common assurance form, and ensure that all subcontractors certify and disclose accordingly (see statutory detail 34 CFR Section 82).

Common Assurances agreed to on:

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| | | | |
|--------------------------|---|-----------------|---------------------------|
| <input type="checkbox"/> | Authorized Representative | | |
| <input type="checkbox"/> | Alternate (Provide Name and Title Position) | Name: | Marion Erp |
| | | Title/Position: | Authorized Representative |

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OPI E-Grants System[OPI Home](#)

Applicant Name: J. L. R. S.

Legal Entity: 1473

Grant Number: 10000000000000000000

Application: 2017-2018 Original Application

| Continuing Assurances | Perkins Assurances | Assurances |
|--|--------------------|------------|
| Specific Program Assurances: Carl D. Perkins Vocational and Technical Education | | |
| Instructions | | |
| <input checked="" type="checkbox"/> By checking this box and saving the page, the applicant hereby certifies that he/she has read, understood and will comply with the assurances listed below. | | |
| <p>As a condition of the use of Pub. L. No. 101-392 funds, this eligible recipient assures that it will provide career and technical education instruction, activities and services in accordance with Section 118, Criteria for Services and Activities for Individuals Who Are Members of Special Populations, of the Act. The eligible recipient will not discriminate nor violate the provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, or Section 504 of the Rehabilitation Act of 1973.</p> <p>State and local funds will be used in the schools of this eligible recipient receiving Perkins funds to provide services which, taken as a whole, are at least comparable to services being provided in schools of this eligible recipient which are not receiving Perkins funds. Students who participate in career and technical programs are taught to the same challenging academic proficiencies as are taught for all other students.</p> <p>Perkins funds shall be used to supplement, to the extent practicable, increase the amount of state and local funds that would be in the absence of Perkins funds be made available for uses specified in this application, and in no case supplant such state or local funds.</p> <p>This eligible recipient will provide a career and technical education program that (a) encourages students through counseling to pursue a coherent sequence of courses leading to a job skill; (b) assists students who are economically disadvantaged, students of limited English proficiency, and students with handicaps to succeed through supportive services such as counseling, English-language instruction, child care and special aids; (c) is of such size, scope, and quality as to bring about improvement in the quality of education offered by the school. Annual reports of evaluation of effectiveness and progress of programs assisted with Perkins funds will be made to the appropriate state office in the manner designated by the Montana State Plan.</p> | | |



Montana University System
Office of the Commissioner of Higher Education
46 N Last Chance Gulch, P.O. Box 203201, Helena, MT 59620-3201

LOCAL APPLICATION CONTINUATION SUPPORT DOCUMENTS

What is included

- Certification and Assurances form
- Certification Regarding Lobbying, Debarment, etc. form

Changes in the continuation request from last year

There are no negotiated rates for performance indicators for the transition year 07-08 as of this date. The new Perkins IV definitions and measures can be found by clicking on this link:

<http://www.montana.edu/wochewd/Assets/Local%20Apps/03-07-07/Montana--%20Measurement%20Approach%20%20Definitions.pdf>

The transition year will be used as a baseline year for the new indicators.

What, when and where to submit the Perkins continuation request

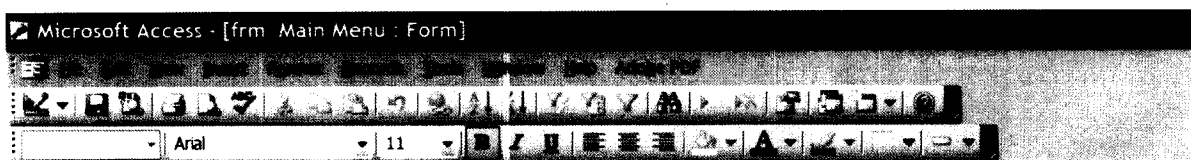
What to submit to OCHE:

- The completed Grants Database file. ZIP the Access database file, right click on the file from Windows Explorer and save as XXX.zix then email the renamed ZIP file to kwilkins@montana.edu. – the file will include
 - Description of activities fulfilling the required and permissive uses of local funds
 - Budget narrative
- In the database, print the following reports and sign them. Mail the hard copies along with the other required forms to the address below.
 - Signed Grant Coversheet
 - Detailed budget
- The following forms attached to this documents must be completed, signed and mailed to address below.
 - Certification and Assurances form
 - Certification Regarding Lobbying, Debarment, etc. form

Send one copy postmarked no later than **May 25th, 2007** to the address given below. You may also send materials via email but only to supplement, not replace the hard copy submission.

Kathy Wilkins
OCHE
PO BOX 203201
Helena, MT 59620
kwilkins@oche.montana.edu

Montana's Postsecondary Local Grant Application



Grant Applications

| Data Entry Forms | Reports |
|-------------------------------|---|
| New Grant Application | Application (Website for Support Documents) - Due: 5/15 |
| New Grant Changes | Application (Coversheet) - Due: 5/15 |
| Grant Updates and Results | Application (Activities) - Due: 5/15 |
| Budget Revisions | Application (Detailed Budget) - Due: 5/15 |
| Resource Documents | Application (Budget Narrative) - Due: 5/15 |
| List of All Grants | Quarterly/Final Budget Reports - Due: 10/31, 1/31, 4/30, 8/31 |
| State Rates | Annual Report - Due: 8/31 |
| Required and Permissible Uses | Core Indicator Report Reminder - Due 8/31 |
| Database Instructions | Budget Revisions - Final Revision Due: 5/15 |

Montana uses an Access database for the Local Grant Application. The database was created to assist grantees in writing a more accurate, goal oriented grant and to allow them to document the progress of activities and objectives. The database also helps the grant manager and grantees utilize budget information, categorize successful performance measure activities, and identify technical assistance needs.

The above screen is the Main Menu for the database. Currently, this database is not linked directly to the student information used for measuring performance indicators. By January 1, 2008, the revised version of this database will be linked to the student information database. The reason and benefits of this revision will be identified throughout this document.

The first addition to the new database will be the annual assessment of priorities. Because both databases will be linked, actual results from the previous year will be automatically entered into the priorities document. The following bullets detail the contents of the annual assessment.

- Performance measures not met for the previous year. The assessment will show the history for the indicator.
- Special Population outcomes that did not meet the local negotiated levels.
- Program improvement recommendations from Program Advisory Panels.

- Panels will review curricula, student outcomes, assessment results where available and facilities to assure programs produce students who meet current industry requirements.
- Program Advisory Panels will be supplied with current wage, demand and skill information for their industry.
- Information regarding current and emerging occupational opportunities will also be provided to these panels for recommendations.
- State Level Priorities: (Pre-populated by the Perkins Accountability Specialist as directed by the State Director. These priorities will be global Perkins requirements as identified by the State Leadership Team such as requirements for Programs of Study or skill assessments.)
- Institution Level Priorities: These priorities will be inserted by the LA Project Director based on the priorities of the local institution and the voluntary participation of the Project Director to use Perkins funds as allowed by the required and permissible uses and as prioritized among the other activities.
- Program specific needs or innovations: Many programs need enhancements, or changes regardless of what an indicator may reveal. These needs would be presented here.

After all the above information has been assembled, the LA Project Director would collaborate with appropriate faculty, staff, and partners to develop activities and associated costs. These activities would then be prioritized and funded as appropriate. Activities would then be associated with an indicator. These activities and costs are then entered into the database which requires a cross reference to required and permissible uses to assure the expenses are allowable. Activities focusing on specific special population or nontraditional groups will be indicated by individual special population fields.

| Grant ID | Grant Type | Version | Institution | Grant Year | CFDA NO | Total Grant | Indirects |
|----------|------------|----------|-------------|------------------------------|---------|-------------|-----------|
| 500 | Local Ap | Original | MSUB | July 1, 2006 - June 30, 2007 | 84.048A | | |

| General Information | | Objectives/Activities | | Personnel | | Operating Expenses | | Travel | | Equipment | | Budget Summary | | | |
|---|---|-----------------------|--|-------------------------------------|--|-------------------------|--|-------------------------|--|---------------|--|----------------|--|--|--|
| Institution | Institution Full Title | | | | | Web-site | | | | | | | | | |
| MSUB | Montana State University Billings College of Technology | | | | | www.msubillings.edu/cot | | | | | | | | | |
| Address Line 1 | | Address Line 2 | | City | | ST | | Zip | | TAX ID | | | | | |
| 3803 Central Avenue | | | | Billings | | MT | | 59102 | | | | | | | |
| Name - (for signature line) Title | | | | Email | | | | Phone | | | | | | | |
| Project Director | | | | | | | | | | | | | | | |
| Jennifer Howie | | | | Retention Counselor Perkins Grant D | | | | jhowie@msubillings.edu | | | | (406) 247-3021 | | | |
| Fiscal Agent | | | | | | | | | | | | | | | |
| Brenda Brakke | | | | Grants Accountant | | | | bbrakke@msubillings.edu | | | | (406) 657-1679 | | | |
| Data Manager | | | | | | | | | | | | | | | |
| Jennifer Howie | | | | Retention Counselor Perkins Grant D | | | | jhowie@msubillings.edu | | | | (406) 247-3021 | | | |
| President or Dean | | | | | | | | | | | | | | | |
| Ronald P. Sexton - Chancellor | | | | Dean | | | | | | | | | | | |
| Board Chair or Authorized Representative | | | | | | | | | | | | | | | |
| John Walsh or David McGinnis | | | | | | | | | | | | | | | |

The general information tab includes the contact information for the grant. This information is shared with other grantees to encourage collaboration with colleagues from other colleges.

| Grant ID | Grant Type | Version | Institution | Grant Year | CFDA NO | Total Grant | Indirects |
|----------|------------|---------|-------------|------------|---------|-------------|-----------|
| | | | | | | | |

| General Information | Objectives/Activities | Personnel | Operating Expenses | Travel | Equipment | Budget Summary |
|---|-----------------------|-----------|--------------------|--------|-----------|----------------|
| <div> <div>Objective</div> <div>0</div> <div>Goal</div> </div> <div> <div>Activity</div> <div>Details</div> <div>Supporting Data</div> </div> <div> Choose the ID number of the Required or Permissible Use used for this activity: <div>0</div> </div> <div> Record 1 of 1 </div> <div> Record 1 of 1 </div> | | | | | | |

The objectives are chosen from a table of performance measures. The goals are specific for the Local Application (LA) grantee. Each objective may have many associated activities. Each activity must identify the related Required and Permissible Use. Each activity must identify a source of data that supports the needs for the activity and how the success of the activity will be measured.

Currently, the budget items are not tied to the objectives and activities. Because of the potential for sanctions for not meeting individual indicators, the new version of the database will require grantees to fund the activities under each objective, funding the highest priority activities first. This new structure will better allow and better identify funds to be directed towards activities that support indicators that do not meet local negotiated levels.

| Grant ID | Grant Type | Version | Institution | Grant Year | CFDA NO | Total Grant | Indirects |
|----------|------------|---------|-------------|------------|---------|-------------|-----------|
| | | | | | | | |

General Information Objectives/Activities **Personnel** Operating Expenses Travel Equipment Budget Summary

| Hourly or Salaried | Annual Salary | % of Perkins Funds | # of Salaried Staff | Benefit Percentages | | | | | | | Health Insurance \$ Annually |
|--------------------------|------------------|--------------------------|---------------------------|---------------------|--------|----|--------|-------|------|--------------|------------------------------------|
| | | | | FICA | Unemp | WC | Retire | Leave | Misc | TII Benefits | |
| | \$0.00 | 1 | 1 | 0.0765 | 0.0015 | 0 | 0 | 0 | 0 | 0 | \$0.00 |

| Allocation of This Line Item | | | | | Description of Misc. Benefits | Total Personnel |
|------------------------------|--------|--------|--------|-------|-------------------------------|--------------------|
| Q1 | Q2 | Q3 | Q4 | Total | | |
| 25.00% | 25.00% | 25.00% | 25.00% | 100% | | |

Position _____

Description _____

Perkins Justification _____

Record 14 of 1

| Grant ID | Grant Type | Version | Institution | Grant Year | CFDA NO | Total Grant | Indirects |
|----------|------------|---------|-------------|------------|---------|-------------|-----------|
| | | | | | | | |

General Information Objectives/Activities Personnel **Operating Expenses** Travel Equipment Budget Summary

| Category | Cost | Allocation of This Line Item | Q1 | Q2 | Q3 | Q4 | Total |
|----------|--------|---------------------------------|-----|-----|-----|-----|-------|
| | \$0.00 | | 25% | 25% | 25% | 25% | |

Description _____

Details _____

Perkins Justification _____

Record 14 of 1

| Grant ID | Grant Type | Version | Institution | Grant Year | CFDA NO | Total Grant | Indirects |
|----------|------------|---------|-------------|------------|---------|-------------|-----------|
| | | | | | | | |

General Information Objectives/Activities Personnel Operating Expenses **Travel** Equipment Budget Summary

| | | | | | |
|----------------------------|--------------------------------|-----------------------------|-------------------------------------|-------------------------|-------------------------------------|
| Number of Travelers | <input type="text" value="1"/> | * Air \$/Person | <input type="text" value="\$0.00"/> | * # of Nights | <input type="text" value="0"/> |
| In or Out of State | <input type="text" value=""/> | Round Trip Miles | <input type="text" value="0"/> | * Hotel \$/Night | <input type="text" value="\$0.00"/> |
| * # Breakfasts | <input type="text" value="0"/> | State Mileage Rate | <input type="text" value=""/> | Other Misc | <input type="text" value="\$0.00"/> |
| * # Lunches | <input type="text" value="0"/> | Car Rental \$ | <input type="text" value="\$0.00"/> | Desc | |
| * # Dinners | <input type="text" value="0"/> | Other Transportation | <input type="text" value="\$0.00"/> | | |
| Meals Total | | Transportation Total | | Other Total | |

All fields labeled with an * are multiplied by the number of travelers."

| Allocation of This Line Item | Q1 | Q2 | Q3 | Q4 | Total |
|------------------------------|-----|-----|-----|-----|-------|
| | 25% | 25% | 25% | 25% | |

Description

Perkins Justification

Record : of 1

| Grant ID | Grant Type | Version | Institution | Grant Year | CFDA NO | Total Grant | Indirects |
|----------|------------|---------|-------------|------------|---------|-------------|-----------|
| | | | | | | | |

General Information Objectives/Activities Personnel Operating Expenses Travel **Equipment** Budget Summary

| | | | | | | | |
|---|-------------------------------|-------------------------------------|-----------|-----------|-----------|-----------|--------------|
| Equipment over \$5000 or other expenses that can not be charged to indirects. | Annual Amount | Allocation of This Line Item | Q1 | Q2 | Q3 | Q4 | Total |
| | <input type="text" value=""/> | | 25% | 25% | 25% | 25% | |

Description

Details

Perkins Justification

Record : of 1

The 4 graphics above show the expense entry screens.

| Grant ID | Grant Type | Version | Institution | Grant Year | CFDA NO | Total Grant | Indirects |
|----------|------------|----------|-------------|------------------------------|---------|-------------|------------|
| 9998 | Local Ap | Original | OCHE | July 1, 2006 - June 30, 2007 | 12345 | \$93,600.00 | \$4,076.00 |

General Information Objectives/Activities Personnel Operating Expenses Travel Equipment Budget Summary

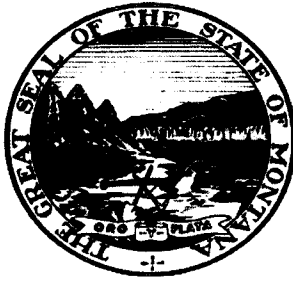
Budget Summary

Actual Indirects is the only field that may be changed on this form. Do not go over the maximum amount shown. Changes for other numbers must be made in the forms on any of the tabs.

| | Totals | Totals for Q1 | Totals for Q2 | Totals for Q3 | Totals for Q4 |
|------------------------|-------------|-------------------------------------|---------------|-----------------------|---------------|
| Personnel | \$75,679.54 | \$10,118.25 | \$27,305.51 | \$19,127.89 | \$19,127.89 |
| Operating Expenses | \$3,390.93 | \$0.00 | \$227.93 | \$1,656.50 | \$1,506.50 |
| Travel | \$2,455.60 | \$0.00 | \$373.80 | \$0.00 | \$2,081.80 |
| Sub Total | \$81,526.07 | \$10,118.25 | \$27,907.24 | \$20,784.39 | \$22,716.19 |
| Indirects may be <= to | \$4,076 | | | | |
| Enter Actual Indirects | \$4,076.00 | \$1,019.00 | \$1,019.00 | \$1,019.00 | \$1,019.00 |
| Equipment, etc. | \$8,000.00 | \$0.00 | \$0.00 | \$8,000.00 | \$0.00 |
| Grand Total | \$93,602.07 | \$11,137.25 | \$28,926.24 | \$29,803.39 | \$23,736.19 |
| Budget Amount | \$93,600.00 | View Detailed Budget | | View Budget Narrative | |
| | (\$2.07) | Reduce your expenses by this amount | | | |

This form allows grantees the ability to balance and evaluate their budgets and assign their indirect costs if any.

The following are samples of a few of the reports from the database.



**Application For Title I, Part C
Local Grant Funds
Carl D. Perkins Vocational And Technical
Education Act Of 1998**

**Request To Continue The Program Activities Of An
Approved Postsecondary Local Plan**

IMPORTANT: You may submit this report through email, fax or regular mail. **Please note that late, incomplete or unsigned reports will not be considered.**

Eligible Recipient: **Office of the Commissioner of Higher Education**

Project Address: 42 N Last Chance Gulch

City, State and Zip: Helena, MT 59620

Grant Year and ID: July 1, 2006 - June 30, 2007 - ID# : 9998

Project Director: **Kathy Wilkins - Accountability Specialist**

kwilkins@oche.montana.edu

(406) 444-0313

Fiscal Manager: **Kelly Hert - Fiscal Manager**

khert@oche.montana.edu

(406) 444-1111

Data Manager: **Kathy Wilkins - Accountability Specialist**

kwilkins@oche.montana.edu

(406) 444-0313

President: **Arlene Parisot - President**

Board Chair: **George Burns**

Certification: I certify to the best of my knowledge and belief the following:

- ☐ the detailed budget and budget narrative submitted are correct and complete;
- ☐ the objectives and activities submitted are within the parameters of the Required and Permissible uses for these funds;
- ☐ that outlays and unliquidated obligations are for the purposes set forth in the award documents.

Signature of Project Director: Kathy Wilkins

Date Signed

Projected Objectives, Goals, Activities and Required and Permissible Uses

Institution: Office of the Commissioner of Higher Education
Grant Year: July 1, 2006 - June 30, 2007
Grant Type: Local Application Grant - CFDA Number: 12345

Objective: # 1

1P1 - Academic Attainment

Goal:

85.5%

Required Use - #1

Strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects.

Action Item: #1

Increase Academic Attainment for construction students.

40% of construction students have been failing math and english 101. In other majors the failure rate for these courses is 21%. This results in fewer construction graduates than other programs. The first activity to correct this issue is to offer self paced math and english tutorials through A1 Academics. The programs are offered through websites so they can be offered at non-traditional times.

Data

Course failure report through Banner.

Permissible Use - #19

To provide programs for special populations.

Action Item: #2

Increase Academic Attainment for construction students.

Offer mandatory remedial courses for those with grades \leq to a C. These students will be required to take a free remedial course until their grades are greater than a C. These courses will be a 1 hour, once a week refresher of the information covered that week.

Data

101 weekly grade update reports

Objective: # 2

1P2/2P2 - Skill attainment/Completion

Goal:

76.2%

Permissible Use - #27

To provide vocational and technical education programs for adults and school dropouts to complete their secondary school education.

Action Item: #3

Develop strategies to increase graduation rates for IT students

IT students are typically hired in their last quarter for internships and often don't return to graduate because of the high salaries for their internships and employment offers that follow. Last year, 38% of all IT students within 10 credits of graduation applied for graduation.

Data

Graduation rates by program from banner.

Objective: # 3

4P1 - Participation in Nontraditional Programs

Goal:

12.9%

Permissible Use - #19

To provide programs for special populations.

Action Item: #4

Increase the number of male nursing students to 20%.

Increase marketing efforts in high schools to males for nursing programs. The marketing effort will focus on flexible schedules, pay and benefits.

Data

Graduation report with demographics. The current rate for male nurses is 8%.

Objective: # 4

3P2 - Retention

Goal:

78%

Required Use - #6

Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.

Action Item: #5

Focus on increasing the number of internships through the learning center.

Surveys show those involved with an internship prior to graduation are more likely to be placed and retained than those who do not participate in an internship program.

Data

Participant and retention surveys. Currently, 82% of 112 students retained, participated in an internship. Of the 60 students who did not retain employment, on 7 participated in an internship.

Federal Vocational Funds Detailed Budget

Postsecondary Institutions

Institution: Office of the Commissioner of Higher Education
Grant Year: July 1, 2006 - June 30, 2007
Grant Type: Local Application Grant - CFDA Number: 12345

| Personnel Services | | Original Budget |
|---------------------------|--|------------------------|
| 1. | Salaries | \$28,500.00 |
| 2. | Hourly Wages | \$15,144.00 |
| 3. | Benefits | \$32,035.54 |
| 4. | Total Personnel Services | \$75,679.54 |
| Operating Expenses | | |
| 5. | Contracted Services | \$227.93 |
| 6. | Printing | \$150.00 |
| 7. | Audit Costs | \$0.00 |
| 8. | Consumable Supplies | \$0.00 |
| 9. | Minor Equipment (<\$5,000) | \$0.00 |
| 10. | Postage and Mailing | \$0.00 |
| 11. | Telephone | \$1,800.00 |
| 12. | Travel | \$2,455.60 |
| 13. | Rent | \$1,213.00 |
| 14. | Utilities | \$0.00 |
| 15. | Repair and Maintenance | \$0.00 |
| 16. | Dues and Subscriptions | \$0.00 |
| 17. | Training and Registration Costs | \$0.00 |
| 18. | Other | \$0.00 |
| 19. | Total Operating Expenses | \$5,846.53 |
| 20. | Indirect Costs (<=5% or \$ 4076) | \$4,076.00 |
| 21. | Major Equipment (>=\$5,000) | \$8,000.00 |
| 22. | Total Budget | \$93,602.07 |

Budget Narrative

Institution: Office of the Commissioner of Higher Education
Grant Year: July 1, 2006 - June 30, 2007
Grant Type: Local Application Grant - CFDA Number: 12345

Personnel Services

1. Salaries \$28,500.00

Cost: \$28,500.00

Salaried Rate: \$38,000.00

0.75 FTE charged to Perkins * 1 person(s) or position(s)

Description: Perkins Project Director

Details: 75% of the salary for the Director is paid for with Perkins Funds. A time study shows that an average of 75% time is spent on Perkins related activities including supervision of the Learning Center and Learning Center staff, tutoring, and grant management. The remaining 25% is spent teaching and managing another grant.

Justification: The time study mentioned above indicates the funds expended are justified.

2. Hourly Wages \$15,144.00

Cost: \$4,800.00

Hourly Rate: \$12.00

400 Hours per year * 1 person(s) or position(s)

Description: Specialized Tutor for the online math and english tutorial.

Details: One Tutor will be trained in the new web based math and english tutorial at the beginning of fall quarter. This tutor will train the other tutors and project director.

Justification: The web based tutorial is part of the academic achievement goal and activities for construction students.

Cost: \$10,344.00

Hourly Rate: \$8.62

200 Hours per year * 6 person(s) or position(s)

Description: Learning Center Tutors

Details: The Learning Center will utilized 1200 hours of tutors in 14 different course areas. It is anticipated 6 tutors will divide the 12 hundred hours.

Justification: The course and tutors support the objective of increasing retention for students by utilizing internships. The tutors will also promote the activities of improving academic achievement for construction students.

3. *Benefits*

\$32,035.54

Cost: \$11,973.00

Description: Perkins Project Director

| | | |
|-------------------------------|--------|-------------------|
| Insurance: | | \$3,480.00 |
| FICA: | 7.65% | \$2,180.25 |
| Unemployment: | 0.15% | \$42.75 |
| Retirement: | 8.00% | \$2,280.00 |
| Worker's Compensation: | 2.00% | \$570.00 |
| Leave Benefits: | 12.00% | \$3,420.00 |

Cost: \$374.40

Description: Specialized Tutor for the online math and english tutorial.

| | | |
|----------------------|-------|-----------------|
| FICA: | 7.65% | \$367.20 |
| Unemployment: | 0.15% | \$7.20 |

Cost: \$19,688.14

Description: Learning Center Tutors

| | | |
|-------------------------------|-------|--------------------|
| Insurance: | | \$18,000.00 |
| FICA: | 7.65% | \$791.32 |
| Unemployment: | 0.15% | \$15.52 |
| Retirement: | 7.00% | \$724.08 |
| Worker's Compensation: | 0.32% | \$33.10 |
| Leave Benefits: | 1.20% | \$124.13 |

4. *Total Personnel Services*

\$75,679.54

Operating Expenses

5. *Contracted Services*

\$227.93

Cost: \$227.93

Description: Installation and implementation of the web-based math and english tutorial program.

Details: A Program Manager from A1 Academics will assist IT staff in installing and setting up the tutorial programs to work with OCHE websites and servers. They will also provide training on the program and management software.

Justification: The tutorial program is part of the Academic Achievement goal for construction students.

6. Printing **\$150.00**

Cost: \$150.00

Description: Printed materials for the marketing effort to increase male nursing students.

Details: 500 flyers will be created and printed to distribute during the marketing campaign in early 07.

Justification: Assists in meeting the goal of non-traditional participation by supporting the marketing effort to increase male nursing students.

11. Telephone **\$1,800.00**

Cost: \$1,800.00

Description: Learning Center and Project Director phone lines.

Details: Phone charges are allocated on a per phone basis.

Justification: The activities of the learning center impact all goals and activities.

12. Travel **\$2,455.60**

Cost: \$747.60

Description: TA Meeting for Project Director.

Justification: Meetings are required by the Perkins Accountability Specialist.

Transportation: 680 miles * High Rate of \$0.445 per mile = \$302.6

Other Trans: \$5 for this trip

Lodging: \$64 per night * 2 night(s) * 2 traveler(s) = \$256

Per Diem: B: \$5 * 4 day(s) + L: \$6 * 4 day(s) + D: \$12 * 4 day(s) * 2 traveler(s) = \$184

Cost: \$1,708.00

Description: Conference for enhancing learning center productivity. OVAE is hosting this 2 day meeting to focus on learning centers throughout the US. The meeting will be held in Denver. Breakfast and lunch meals will be included in the trip.

Justification: Learning center activities support all goals and activities.

Air Travel: \$420 * 3 traveler(s) = \$1260

Car Rental: \$180 for this trip

Lodging: \$48 per night * 1 night(s) * 3 traveler(s) = \$144

Per Diem: B: \$7 * 0 day(s) + L: \$11 * 0 day(s) + D: \$18 * 2 day(s) * 3 traveler(s) = \$108

Other Misc: \$16 for this trip

Misc Desc: Internet time and copies for the presentation.

13. Rent **\$1,213.00**

Cost: \$1,213.00

Description: Rent for the Learning Center and Project Director Office.

Details: Rent is based on total campus square footage. Common areas are divided using the percentage of office space allocated to individual funds.

Justification: The activities of the learning center impact all goals and activities.

19. Total Operating Expenses **\$5,846.53**

20. Indirect Costs (<=5%) **\$4,076.00**

Major Equipment (>=\$5000) - other expenses not covered by Indirects

Cost: \$8,000.00

Description: Server for the Learning Center.

Details: The current server is at 92% capacity. With the addition of the new tutorials and staff, the server will exceed capacity before the end of the first quarter. The server will be purchased from the state contract and will have 268 gig hard drive with a built in back up system.

Justification: The Learning Center support all goals and activities.

21. Total Major Equipment (>=\$5000) **\$8,000.00**

22. Total Budget **\$93,602.00**



MONTANA UNIVERSITY SYSTEM
Office of the Commissioner of Higher Education

46 N Last Chance Gulch ~ PO Box 203201 ~ Helena, Montana 59620-3201
(406) 444-6570 ~ FAX (406) 444-1469

June 28, 2006

CFDA Title: Vocational Education

CFDA Number: 84.048A

July 1, 2006 - June 30, 2007

Jennifer Howie

Montana State University Billings College of Technology

3803 Central Avenue

Billings MT 59102

RE: Local Application Continuation Grant Approval

Your continuation request for Fiscal Year 06-07 Perkins Postsecondary Local Application Funds is approved for your P.L. 105-332, Title I, Part C Project. The following material requests or information for your grant are available on our Workforce Development website for your review and use throughout the year. You can access an electronic copy of all these forms at:
http://www.montana.edu/wochewd/grant_apps.htm

- ◆ **An Approved Budget.** A copy of your approved detail budget form is included with this letter. You may not exceed approved total expenditures in Personal Services, Operating or Equipment budget categories by more than 10% without first obtaining prior approval from this office by means of a budget amendment. Any changes in your budget that impact objectives, activities or evaluation must have prior approval from this office. You may under no circumstances exceed the total project amount of federal funds.
- ◆ **Equipment Inventory Form.**
- ◆ **Quarterly and Final Report Forms.**
- ◆ **Laws & Regulations Affecting Federal Programs.** You must follow all laws & regulations affecting federal programs. Enclosed is a list of applicable laws & regulations.

As Project Director you are responsible for maintaining appropriate records that will substantiate the impact of the use of Perkins funds on your vocational and technical education students/participants. Such records should include: documentation of eligibility for special population designation, evaluation instruments and testing results, student outcome data, evidence of project dissemination, and fiscal records for all expenditures.

In addition, if you expend \$300,000 or more in federal awards during FY06, you are required to have an audit in accordance with OMB Circular A133.

June 28, 2006

CFDA Title: Vocational Education

CFDA Number: 84.048A

July 1, 2006 - June 30, 2007

Page 2 of 2

Keep in mind that failure to complete closeout on a previous funding year project will halt your agency's receipt of Perkins funds in the next funded fiscal year.

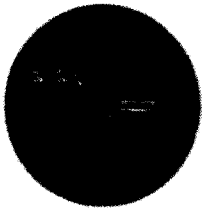
Recipients of federal vocational education funds are required to comply with the civil rights provisions of the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs, published by the Office of Civil Rights of the U.S. Department of Education, March 21, 1979. We will be happy to provide technical assistance to you in the interpretation and application of those guidelines. If you need a copy of these OCR guidelines, please request a copy from our offices.

If you have any questions, call or email me at (406) 444-0313 or kwilkins@oche.montana.edu.

Sincerely,

A handwritten signature in black ink that reads "Kathy Wilkins". The signature is written in a cursive, flowing style.

Kathy Wilkins
Perkins Accountability Specialist



MONTANA UNIVERSITY SYSTEM
Office of the Commissioner of Higher Education

46 N Last Chance Gulch ~ PO Box 203201 ~ Helena, Montana 59620-3201
(406) 444-6570 ~ FAX (406) 444-1469

September 7, 2006

Jennifer Howie
Montana State University Billings College of Technology
3803 Central Avenue
Billings MT 59102

RE: Final Report Approval

- ✓ Your final report was received on or before the August 31st deadline.
- ✓ Your final report is complete and meets or exceeds the report requirements.
- ✓ You submitted a copy of the student and program tables. Both are accurate and meet requirements.
- ✓ You submitted a copy of the final budget and it meets the requirements.
- ✓ There are no outstanding issues with the 06 or 07 Local Application Grants.

You have met the final reporting requirements for your 06 Local Application Grant. You may now request funds from your 07 Local Application Grant.

Here's to great results in 07!

Kathy Wilkins

Perkins Accountability Specialist
406.444.0313 - kwilkins@oche.montana.edu

Carl Perkins Federal Vocational Education Program

Institution: Office of the Commissioner of Higher Education
Grant Year: July 1, 2006 - June 30, 2007
Grant Type: Local Application Grant - CFDA Number: 12345

| | | Revision 1 | | | | | | |
|--|---------------------------------|--------------------|---------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | | 11/15/2006 | Q1 Expenses | Q2 Expenses | Q3 Expenses | Q4 Expenses | YTD Totals | YTD Balance |
| 1. | Salaries | \$34,119.00 | \$5,800.00 | \$0.00 | \$0.00 | \$0.00 | \$5,800.00 | \$28,319.00 |
| 2. | Hourly Wages | \$15,144.00 | \$3,080.00 | \$0.00 | \$0.00 | \$0.00 | \$3,080.00 | \$12,064.00 |
| 3. | Employee Benefits | \$34,035.54 | \$8,400.00 | \$0.00 | \$0.00 | \$0.00 | \$8,400.00 | \$25,635.54 |
| 4. | Total Personnel | \$83,298.54 | \$17,280.00 | \$0.00 | \$0.00 | \$0.00 | \$17,280.00 | \$66,018.54 |
| 5. | Contracted Services | \$227.93 | \$227.93 | \$0.00 | \$0.00 | \$0.00 | \$227.93 | \$0.00 |
| 6. | Printing | \$150.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$150.00 |
| 7. | Audit Costs | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8. | Consumable Supplies | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 9. | Minor Equipment (<\$5,000) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 10. | Postage and Mailing | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 11. | Telephone | \$1,800.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,800.00 |
| 12. | Travel | \$2,455.60 | \$1,200.00 | \$0.00 | \$0.00 | \$0.00 | \$1,200.00 | \$1,255.60 |
| 13. | Rent | \$1,213.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$1,213.00 |
| 14. | Utilities | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 15. | Repair and Maintenance | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 16. | Dues and Subscriptions | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 17. | Training and Registration Cost | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 18. | Other | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 19. | Total Operating Expenses | \$5,846.53 | \$1,427.93 | \$0.00 | \$0.00 | \$0.00 | \$1,427.93 | \$4,418.60 |
| 20. | Indirect Costs (<=5%) | \$4,457.00 | \$1,017.00 | \$0.00 | \$0.00 | \$0.00 | \$1,017.00 | \$3,440.00 |
| 21. | Major Equipment (>=\$5,000) | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 22. | Total Expenditures | \$93,602.07 | \$19,724.93 | \$0.00 | \$0.00 | \$0.00 | \$19,724.93 | \$73,877.14 |
| Budgeted Amounts | | | | | | | | |
| Budgeted Amount - Actual Amount | | | \$11,137.25 | \$28,926.24 | \$29,803.39 | \$23,735.19 | | |
| Percent of Difference | | | (\$8,587.68) | | | | | |
| | | | -77.11% | | | | | |

Revision 1
11/15/2006

| | Q1 Expenses | Q2 Expenses | Q3 Expenses | Q4 Expenses | YTD Totals | YTD Balance |
|------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 22. Total Expenditures | \$93,602.07 | \$19,724.93 | \$0.00 | \$0.00 | \$19,724.93 | \$73,877.14 |
| Jul / Oct / Jan / Apr Requests | \$7,800.00 | \$7,800.00 | \$7,800.00 | \$7,800.00 | \$31,200.00 | |
| Aug / Nov / Feb / May Requests | \$7,800.00 | \$7,800.00 | \$7,800.00 | \$7,800.00 | \$31,200.00 | |
| Sep / Dec / Mar / Jun Requests | \$7,800.00 | \$7,800.00 | \$7,800.00 | \$7,800.00 | \$31,200.00 | |
| Total Quarterly Request | \$23,400.00 | \$23,400.00 | \$23,400.00 | \$23,400.00 | \$93,600.00 | |
| Jul / Oct / Jan / Apr Receipts | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| Aug / Nov / Feb / May Receipts | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | |
| Sep / Dec / Mar / Jun Receipts | \$23,400.00 | \$0.00 | \$0.00 | \$0.00 | \$23,400.00 | |
| Total Quarterly Receipts | \$23,400.00 | \$0.00 | \$0.00 | \$0.00 | \$23,400.00 | |
| Cash On Hand (Receipts - Expenses) | \$3,675.07 | \$3,675.07 | \$3,675.07 | \$3,675.07 | \$3,675.07 | |

Quarter 1 Notes: Two staff budgeted at 25% for this quarter did not work this quarter because of scheduling issues. It is anticipated the budgeted amount for these staff will be spent in the next three quarters.

Federal law requires that grantees and subgrantees minimize the time between the transfer of federal funds and disbursements.

I certify that this report is true and complete to the best of my knowledge and belief. I also certify the numbers shown agree with the institutions accounting system

Signature of Project Director: Kathy Wilkins

Date:

Federal Vocational Funds Detailed Budget Revisions

Grantee: Office of the Commissioner of Higher Education **Grant Year:** July 1, 2006 - June 30, 2007
Grant Type: Local Application Grant - CFDA Number: 12345

| | Revision Date | Original | Revision 1 11/15/2006 | Revision 2 | Revision 3 | New Budget |
|--|---------------|-------------|--------------------------|------------|------------|-------------|
| 1. Salaries | | \$28,500.00 | \$5,619.00 | \$0.00 | \$0.00 | \$34,119.00 |
| 2. Hourly Wages | | \$15,144.00 | \$0.00 | \$0.00 | \$0.00 | \$15,144.00 |
| 3. Employee Benefits | | \$32,035.54 | \$2,000.00 | \$0.00 | \$0.00 | \$34,035.54 |
| 4. Total Personnel | | \$75,679.54 | \$7,619.00 | \$0.00 | \$0.00 | \$83,298.54 |
| 5. Contracted Services | | \$227.93 | \$0.00 | \$0.00 | \$0.00 | \$227.93 |
| 6. Printing | | \$150.00 | \$0.00 | \$0.00 | \$0.00 | \$150.00 |
| 7. Audit Costs | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 8. Consumable Supplies | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 9. Minor Equipment (<\$5,000) | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 10. Postage and Mailing | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 11. Telephone | | \$1,800.00 | \$0.00 | \$0.00 | \$0.00 | \$1,800.00 |
| 12. Travel | | \$2,455.60 | \$0.00 | \$0.00 | \$0.00 | \$2,455.60 |
| 13. Rent | | \$1,213.00 | \$0.00 | \$0.00 | \$0.00 | \$1,213.00 |
| 14. Utilities | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 15. Repair and Maintenance | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 16. Dues and Subscriptions | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 17. Training and Registration Costs | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 18. Other | | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| 19. Total Operating Expenses | | \$3,390.93 | \$0.00 | \$0.00 | \$0.00 | \$5,846.53 |
| 20. Indirect Costs (<=5%) | | \$4,076.00 | \$381.00 | \$0.00 | \$0.00 | \$4,457.00 |
| 21. Major Equipment (>+\$5,000) | | \$8,000.00 | (\$8,000.00) | \$0.00 | \$0.00 | \$0.00 |
| 22. Total Expenditures | | \$93,602.07 | \$0.00 | \$0.00 | \$0.00 | \$93,602.07 |
| Indirects must be <= to this amount based the most current revision: | | | | | | \$4,457 |

Revision 1 Notes:

The server to be purchased was eliminated because of a donation of a server from another department.
With the success of the self paced courses, additional staff is needed for testing and technical assistance.

Certification: I certify to the best of my knowledge and belief the following:

- ☐ The revised detailed budget and budget revision notes submitted are correct and complete.

Signature of Project Director: Kathy Wilkins

Date Signed

Thursday, March 15, 2007

Page 2 of 2

Projected Objectives, Goals, Activities and Required and Permissible Uses

Institution: Office of the Commissioner of Higher Education
Grant Year: July 1, 2006 - June 30, 2007
Grant Type: Local Application Grant - CFDA Number: 12345

Objective: # 1

1P1 - Academic Attainment

Goal:

85.5%

Results:

86.47% - Refer to activities for specific results.

Required Use - #1

Strengthen the academic, and vocational and technical, skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects.

Action Item: #1

Increase Academic Attainment for construction students.

40% of construction students have been failing math and english 101. In other majors the failure rate for these courses is 21%. This results in fewer construction graduates than other programs. The first activity to correct this issue is to offer self paced math and english tutorials through A1 Academics. The programs are offered through websites so they can be offered at non-traditional times.

Action Item Accomplishments:

In 07, 58% of construction students passed remedial math, and 64% passed remedial english. 26 out of 29 students who passed used the self paced tutorials. Of those that used the tutorials, 78% finished the tutorials and passed the courses in less than 4 weeks.

Data

Course failure report through Banner.

Data That Supports Action Item Accomplishments

The course failure report from Banner was used for the above report. An exit date field was added to the report to measure the length of time taken for the self paced courses.

Permissible Use - #19

To provide programs for special populations.

Action Item: #2

Increase Academic Attainment for construction students.

Offer mandatory remedial courses for those with grades \leq to a C. These students will be required to take a free remedial course until their grades are greater than a C. These courses will be a 1 hour, once a week refresher of the information covered that week.

Action Item Accomplishments:

This approach was used for the construction students in Math 101. Seven students were identified with grades \leq to a C. All attended the remedial courses and 6 of the 7 students passed the course. One student dropped out. Of the passing students, 3 received Cs, and 3 received Bs.

Data

101 weekly grade update reports

Data That Supports Action Item Accomplishments

Weekly grade update reports and correspondence related to the designated students.

Objective: # 2

1P2/2P2 - Skill attainment/Completion

Goal:

76.2%

Results:

Permissible Use - #27

To provide vocational and technical education programs for adults and school dropouts to complete their secondary school education.

Action Item: #3

Develop strategies to increase graduation rates for IT students

IT students are typically hired in their last quarter for internships and often don't return to graduate because of the high salaries for their internships and employment offers that follow. Last year, 38% of all IT students within 10 credits of graduation applied for graduation.

Action Item Accomplishments:

Data

Graduation rates by program from banner.

Data That Supports Action Item Accomplishments

Objective: # 3

4P1 - Participation in Nontraditional Programs

Goal:

12.9%

Results:

Permissible Use - #19

To provide programs for special populations.

Action Item: #4

Increase the number of male nursing students to 20%.

Increase marketing efforts in high schools to males for nursing programs. The marketing effort will focus on flexible schedules, pay and benefits.

*Action Item Accomplishments:**Data*

Graduation report with demographics. The current rate for male nurses is 8%.

*Data That Supports Action Item Accomplishments***Objective: # 4**

3P2 - Retention

Goal:

78%

Results:

Required Use - #6

Encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.

Action Item: #5

Focus on increasing the number of internships through the learning center.

Surveys show those involved with an internship prior to graduation are more likely to be placed and retained than those who do not participate in an internship program.

*Action Item Accomplishments:**Data*

Participant and retention surveys. Currently, 82% of 112 students retained, participated in an internship. Of the 60 students who did not retain employment, 7 participated in an internship.

Data That Supports Action Item Accomplishments

Grant Communications and Notifications

Institution: Montana State University College of Technology Great Falls

Director: Theresa Busch

Grant Details: Grant ID: 600 Grant Type: Local Ap Grant Year: 06-07

Notifications Log Entries

1/12/07 Reminder - Report Due

GRANTEES: MSUGF

From: Kathy Wilkins, Perkins Accountability Specialist

By: Email

Your quarterly fiscal report for your Perkins Local Application Grant is due January 31st. Please read and follow the instructions below.

- Fiscal Managers: provide the quarterly report to the Project Director
- Project Director: enter the numbers into the form labeled Grant Updates and Results
 - * You must complete the expenditures and receipts section at the bottom of this form.
 - * You must review the numbers and enter notes in the Quarterly Expense Notes tabbed section.
 - * Zip (compress) the Grants 3 database file and email it to me by the 31st.
 - * Mail me hard copies of the quarterly report & the report from your Fiscal Manager used to fill in the quarterly report form. Kelly Hert and I will be comparing both reports to make sure the information is the same. This is because of errors we discovered in quarter 1.

10/17/06 Reminder - Report Due

GRANTEES: MSUGF

From: Kathy Wilkins, Perkins Accountability Specialist

By: Email

SECOND REMINDER: The first quarterly fiscal report is due October 31st. Below are the instructions. I have reports from schools already but have not received the database files. The report must also be signed. Please provide brief notes about the status of the budget. The notes should explain why you are over or under your budgeted amount; or reasons for not having requested or expended funds.

Instructions:

Please obtain the fiscal report from your fiscal managers. Enter those numbers into the grants database by clicking on the 3rd blue button labeled Grant Updates and Results.

The first tab is the Quarterly Expense Worksheet. Enter the numbers from your fiscal manager in the fields. Make sure you include the numbers for the requests and receipts section at the very bottom of the form. The summary section at the bottom of the page will compare your budget and actual expenses. Please enter rationale for discrepancies on the next tab labeled Quarterly Expense Notes.

When you have completed the worksheet, print the report clicking on the report labeled Quarterly/Final Budget Reports - Due: 10/31, 1/31, 4/30, 8/31; sign it and mail to me. Also, please email the table labeled tbl Grants from the tables section of the database. You can either send the whole database, or right click on the file/choose Send to Mail Recipient (As Attachment)/then choose Microsoft Excel (.xls).

9/26/06 Reminder - Report Due

GRANTEES: MSUGF

From: Kathy Wilkins, Perkins Accountability Specialist

By: Email

The first quarterly fiscal report is due October 31st. Please obtain the fiscal report from your fiscal managers. Enter those numbers into the grants database by clicking on the 3rd blue button labeled Grant Updates and Results.

The first tab is the Quarterly Expense Worksheet. Enter the numbers from your fiscal manager in the fields. Make sure you include the numbers for the requests and receipts section at the very bottom of the form. The summary section at the bottom of the page will compare your budget and actual expenses. Please enter rationale for discrepancies on the next tab labeled Quarterly Expense Notes.

When you have completed the worksheet, print the report clicking on the report labeled Quarterly/Final Budget Reports - Due: 10/31, 1/31, 4/30, 8/31; sign it and mail to me. Also, please email the table labeled tbl Grants from the tables section of the database. You can either send the whole database, or right click on the file/choose Send to Mail Recipient (As Attachment)/then choose Microsoft Excel (.xls). I will be back in the office on October 16 if you have questions.

8/22/06 Reminder - Report Due

GRANTEES: MSUGF

From: Kathy Wilkins, Perkins Accountability Specialist

By: Email

Just a reminder final reports are due Wednesday, August 31st. Make sure you turn in the following:

- > Certification of FY 06 Perkins Final Report form from your student database.
- > The summary of activities accomplished for the required and permissible uses.
- > If you did not meet your objectives, you must develop an action plan for 07 to meet the objective(s).
- > A copy of your database password protected using the password OCHE.

8/1/06 Reminder - Report Due

GRANTEES: MSUGF

From: Kathy Wilkins, Perkins Accountability Specialist

By: Email

Reminder: Your Local Application Grant Final and Final Fiscal Reports for 05-06 are due August 31, 2006. For further instructions, refer to the following website: http://www.montana.edu/wochewd/grant_apps.htm.

As a reminder, you are encouraged to submit your reports early. This may allow time if information is missing or is incomplete. However, early submission does not guarantee sanctions will not be imposed if reports are incomplete.

Contact Log Entries

8/31/06 Final report approved notification

Communication To: Project Director, Fiscal Manager and Data Manager

From: Accountability Specialist

By: Email

All files, and reports were turned in before deadline.

6/28/06 Grant approval notification

Communication To: Project Director

From: Accountability Specialist

By: Email

6/8/06 Grant received from institution

Communication To: Accountability Specialist

From: Project Director

By: Email

MCC - Negotiated Level of Performance (NLP)

90.48%

Health Information Technology - AAS - NonTrad Gender F

| | Disability | Tech Prep | Single Parent | Displaced Hmker | Academic | Economic | Limited English | Females | Males | Program Totals |
|-------------------------|------------|-----------|---------------|-----------------|----------|----------|-----------------|---------|--------|----------------|
| Numerator | 0 | 1 | 2 | 3 | 0 | 7 | 0 | 15 | 5 | 20 |
| Denominator | 0 | 1 | 2 | 3 | 0 | 8 | 0 | 15 | 6 | 21 |
| Percent | NA | 100.00% | 100.00% | 100.00% | NA | 87.50% | NA | 100.00% | 83.33% | 95.24% |
| Percent - NLP | NA | 9.52% | 9.52% | 9.52% | NA | -2.98% | NA | 9.52% | -7.15% | 4.76% |
| Percent of Grant Total: | | | | | | | | | | 10.71% |

Human Services & Juvenile Corrections - CER - NonTrad Gender M

| | Disability | Tech Prep | Single Parent | Displaced Hmker | Academic | Economic | Limited English | Females | Males | Program Totals |
|-------------------------|------------|-----------|---------------|-----------------|----------|----------|-----------------|---------|-------|----------------|
| Numerator | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |
| Denominator | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |
| Percent | NA | NA | NA | NA | NA | 100.00% | NA | 100.00% | NA | 100.00% |
| Percent - NLP | NA | NA | NA | NA | NA | 9.52% | NA | 9.52% | NA | 9.52% |
| Percent of Grant Total: | | | | | | | | | | 0.51% |

Medical Administrative Assistant - AAS

| | Disability | Tech Prep | Single Parent | Displaced Hmker | Academic | Economic | Limited English | Females | Males | Program Totals |
|-------------------------|------------|-----------|---------------|-----------------|----------|----------|-----------------|---------|-------|----------------|
| Numerator | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |
| Denominator | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 |
| Percent | NA | NA | 100.00% | NA | NA | 100.00% | NA | 100.00% | NA | 100.00% |
| Percent - NLP | NA | NA | 9.52% | NA | NA | 9.52% | NA | 9.52% | NA | 9.52% |
| Percent of Grant Total: | | | | | | | | | | 0.51% |

Nursing - AS - NonTrad Gender M

| | Disability | Tech Prep | Single Parent | Displaced Hmker | Academic | Economic | Limited English | Females | Males | Program Totals |
|-------------------------|------------|-----------|---------------|-----------------|----------|----------|-----------------|---------|---------|----------------|
| Numerator | 0 | 1 | 5 | 3 | 1 | 44 | 1 | 80 | 8 | 88 |
| Denominator | 0 | 1 | 5 | 3 | 1 | 44 | 1 | 82 | 8 | 90 |
| Percent | NA | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 97.56% | 100.00% | 97.78% |
| Percent - NLP | NA | 9.52% | 9.52% | 9.52% | 9.52% | 9.52% | 9.52% | 7.08% | 9.52% | 7.30% |
| Percent of Grant Total: | | | | | | | | | | 45.92% |

Office Information Technology - AAS - NonTrad Gender M

| | Disability | Tech Prep | Single Parent | Displaced Hmker | Academic | Economic | Limited English | Females | Males | Program Totals |
|-------------------------|------------|-----------|---------------|-----------------|----------|----------|-----------------|---------|-------|----------------|
| Numerator | 0 | 0 | 2 | 0 | 0 | 7 | 0 | 10 | 0 | 10 |
| Denominator | 0 | 0 | 2 | 0 | 0 | 8 | 0 | 11 | 0 | 11 |
| Percent | NA | NA | 100.00% | NA | NA | 87.50% | NA | 90.91% | NA | 90.91% |
| Percent - NLP | NA | NA | 9.52% | NA | NA | -2.98% | NA | 0.43% | NA | 0.43% |
| Percent of Grant Total: | | | | | | | | | | 5.61% |

MCC - Negotiated Level of Performance (NLP)**90.48%*****Paraprofessional Education - CER - NonTrad Gender M***

| | Disability | Tech Prep | Single Parent | Displaced Hmker | Academic | Economic | Limited English | Females | Males | Program Totals |
|--------------------------------|------------|--------------|------------------|--------------------|----------|----------|--------------------|---------|-------|-------------------|
| Numerator | 1 | 0 | 3 | 3 | 0 | 4 | 0 | 5 | 0 | 5 |
| Denominator | 1 | 0 | 3 | 3 | 0 | 4 | 0 | 5 | 0 | 5 |
| Percent | 100.00% | NA | 100.00% | 100.00% | NA | 100.00% | NA | 100.00% | NA | 100.00% |
| Percent - NLP | 9.52% | NA | 9.52% | 9.52% | NA | 9.52% | NA | 9.52% | NA | 9.52% |
| Percent of Grant Total: | | | | | | | | | | 2.55% |

Small Business Management - AAS - NonTrad Gender F

| | Disability | Tech Prep | Single Parent | Displaced Hmker | Academic | Economic | Limited English | Females | Males | Program Totals |
|--------------------------------|------------|--------------|------------------|--------------------|----------|----------|--------------------|---------|---------|-------------------|
| Numerator | 1 | 0 | 1 | 0 | 2 | 12 | 0 | 14 | 14 | 28 |
| Denominator | 1 | 0 | 1 | 0 | 2 | 13 | 0 | 14 | 19 | 33 |
| Percent | 100.00% | NA | 100.00% | NA | 100.00% | 92.31% | NA | 100.00% | 73.68% | 84.85% |
| Percent - NLP | 9.52% | NA | 9.52% | NA | 9.52% | 1.83% | NA | 9.52% | -16.80% | -5.63% |
| Percent of Grant Total: | | | | | | | | | | 16.84% |

Summary for MCC

| | Disability | Tech Prep | Single Parent | Displaced Hmker | Academic | Economic | Limited English | Females | Males | Program Totals |
|----------------------|------------|--------------|------------------|--------------------|----------|----------|--------------------|---------|--------|-------------------|
| Numerator | 4 | 2 | 16 | 10 | 4 | 82 | 1 | 133 | 46 | 179 |
| Denominator | 4 | 2 | 16 | 10 | 5 | 90 | 1 | 140 | 56 | 196 |
| Percent | 100.00% | 100.00% | 100.00% | 100.00% | 80.00% | 91.11% | 100.00% | 95.00% | 82.14% | 91.33% |
| Percent - NLP | 9.52% | 9.52% | 9.52% | 9.52% | -10.48% | 0.63% | 9.52% | 4.52% | -8.34% | 0.85% |

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is made between the Montana Superintendent of Public Instruction and the Montana Commissioner of Higher Education, hereinafter referred to as the Parties, for the purpose of clarifying certain expenditures to be directed to community based organizations such as Career Training Institute and similar organizations, and has as its purpose the setting forth of a commitment to certain expenditures from federal special revenue for the biennium ending June 30, 2009.

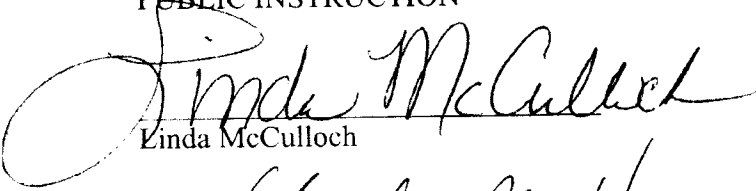
Based upon careful consideration of the issues relating to the expenditures of federal grant funds under the Carl D. Perkins Career and Technical Education Act of 2006 and the issues related to the contributions which may be made to fulfill the purposes of that Act through Montana community-based organizations in partnership with eligible Montana Perkins grant recipients, the Parties agree as follows:

1. Contracts for partnerships between eligible recipients and community-based organizations for federal grant-related services to special populations for the biennium ending June 30, 2009 will be offered in a minimum total amount of \$360,000.00.
2. Such contracts will be used to support the purpose of the federal Carl D. Perkins Career and Technical Education Act of 2006, which is to develop more fully the career and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.
3. Expenditures made pursuant to this commitment shall be consistent with the Montana State Perkins Plan, as approved by the Montana Board of Regents and the United States Department of Education. If qualified partnerships do not apply for the offered contracts, the funds committed in this Memorandum will revert to the local eligible recipients.
4. For purposes of this Memorandum, community-based organizations will mean Montana non-profit organizations.

DATED this 10th day of April, 2007

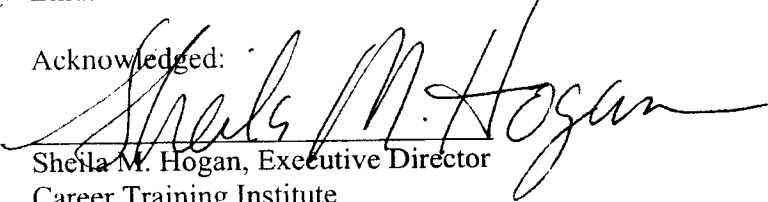
SUPERINTENDENT OF
PUBLIC INSTRUCTION

COMMISSIONER OF
HIGHER EDUCATION


Linda McCulloch


Sheila M. Stearns

Acknowledged:


Sheila M. Hogan, Executive Director

Career Training Institute

Spokesperson, Network of Private Community-Based Organizations